Albany Senior High School

Year 11 and 12 Course Guide Booklet 2026

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INTRODUCTION

Dear Students and Parents,

Welcome to an exciting phase of your academic journey as you embark on your Year 11 studies!

As you transition into senior school, we at Albany Senior High School are committed to supporting you every step of the way. Each of you is unique, with different aspirations, strengths, and interests. We believe in empowering you to select subjects and a pathway that truly resonate with your individual goals. Whether you have a clear vision of your future career or are still exploring various options, we are here to assist you in finding the path that's right for you.

Choosing the right subjects is an important step toward shaping your academic journey and opening a range of future opportunities. This course guide has been crafted with your needs in mind, aiming to provide you with comprehensive information and guidance to help you make informed decisions about your subjects and future pathways. By exploring the diverse subjects and programs we offer, their prerequisites, and the potential career pathways they can lead to, you will gain a deeper understanding of the possibilities ahead. This will empower you to make informed decisions that set you on a fulfilling and rewarding path.

Our Albany SHS career education team and course counselling team will work alongside your child in collaboration with you to guide and support making decisions that ensure the young person is on a pathway to success. We are dedicated to working with each of you to identify a tailored and engaging pathway that will provide a springboard to your future endeavours.

Best wishes for Year 11!

Melissa Walker
Principal
Albany Senior High School


THIS MEMORIAL WAS UNVEILED BY
HIS EXCELLENCY THE GOVERNOR
(SIR FRANCIS NEWDEGATE K.C.M.G.)
ON AUGUST 21. 1921.

ENGLISH

ENGLISH ATAR

Course Description

The English ATAR course not only focuses on developing strong communication and an appreciation of the value of English for lifelong learning. It is designed to build the analytical, creative and critical thinking skills of our students. It encourages them to critically engage with texts from their contemporary world, from the past and from Australian and other cultures. Such engagement helps students develop a sense of themselves, their world and their place in it. Through close study, wide reading, viewing, and listening, students learn to analyse and evaluate texts while enjoying creating their own imaginative, interpretive, persuasive, and analytical responses. They refine their communication abilities through discussions, debates, and arguments and enhance their oral and written communication skills while gaining proficiency in critical analysis - all skills that are helpful for careers in areas such as education, journalism, media, business, law and diplomacy, politics, travel and tourism.

Year 11 - Units 1 and 2

Recommended Prerequisites/Guidance Indicator:

B Grade in Year 10 English, Achieved OLNA

Further Information: Ms A Lewis

Unit 1: Language, text, purpose, context

Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts. Study in this unit focuses on the similarities and differences between texts and how visual, spoken and written elements combine to create meaning.

Unit 2: Language and structural choices

Students analyse ideas, attitudes, and voices in texts to explore how they represent the world and human experience. They study the interplay of imaginative, interpretive, persuasive, and analytical elements within texts and present their own analyses. By critically examining stylistic choices, they explore how these choices position audiences, reveal or shape attitudes, values, and perspectives. Students are encouraged to reflect on their language choices and consider the reasons behind representing ideas in specific ways in their own texts.

Year 12 - Units 3 and 4

Recommended Prerequisites/Guidance Indicator:

C Grade in Year 11 ATAR English Units 1 & 2

Further Information: Ms A Lewis

Unit 3: Language, genre and context

Students explore representations of themes, issues, ideas and concepts in diverse texts. They analyse and compare the relationships between language, genre and contexts, comparing texts within and/or across different genres and modes. Students recognise and analyse the conventions of genre in texts and consider how those conventions may assist interpretation. Students analyse the impact of various media on text structure and audience response.

Unit 4: Interpretations and perspectives

Students examine different interpretations and perspectives to extend their knowledge of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument. Students explore relationships between content and structure, voice and perspectives, and the text and context. Throughout the unit, students create imaginative, interpretive, persuasive and analytical responses.

ENGLISH LITERATURE ATAR

Course Description

The Literature ATAR course focuses on the study of literary texts and develops students as independent, creative learners who appreciate language aesthetics, evaluate perspectives, and challenge ideas. It explores how literary texts construct representations, shape perceptions, and transport readers to imaginative worlds. Students actively engage in literary analysis, creating imaginative and analytical texts across various modes and media. They enjoy and critically respond to literary texts drawn from the past and present and from Australian and other cultures, reflecting on personal, societal, and global perspectives. Students express their views through creative responses and logical arguments, appreciating the power of language and investigating text-author-reader-audience-context relationships as they explore ideas, concepts, attitudes, and values.

Year 11 - Units 1 and 2

Recommended Prerequisites/Guidance Indicator:

B Grade in Year 10 English, Achieved OLNA

Further Information: Ms A Lewis

Unit 1: Reading & creating texts

This unit develops students' knowledge of diverse approaches to reading and creating literary texts across various contexts. It covers different literary conventions, storytelling traditions, and their connections with audiences. Various forms, such as prose fiction, poetry, and drama, are explored. Students construct consistent arguments supported by relevant evidence in their analytical responses. Furthermore, they experiment with style and form while creating imaginative texts.

Unit 2: Intertextuality

This unit develops students explore the relationships between texts, genres, authors, readers, audiences, and contexts and compare and contrast the ideas, language, and structure of different texts. Analysing similarities and differences, students create evidence-based and persuasive analytical responses. Through experimentation with text structures and language features, they recognise how their imaginative texts are informed by their analytical responses.

Year 12 - Units 3 and 4

Recommended Prerequisites/Guidance Indicator:

C Grade in Year 11 ATAR Literature Units 1 & 2,

Further Information: Ms A Lewis

Unit 3: Language, culture and identity

This unit enhances students' understanding of the connection between language, culture, and identity in literary texts. They explore how language represents ideas, events, and people, comparing them across various texts, contexts, modes, and forms. Students create analytical responses that showcase a confident, engaging style and informed observations. Additionally, they experiment with language, adapt forms, and challenge conventions and ideas when crafting imaginative texts.

Unit 4: Critical analysis

This unit fosters students' appreciation for literary study by closely analysing diverse texts in terms of form, genre, and style. It emphasizes the dynamic nature of literary interpretation and explores the insights, literary conventions, and aesthetic appeal found within texts. Students demonstrate increasing independence in their analytical responses, synthesizing multiple perspectives into critical and imaginative interpretations. When creating imaginative texts, students experiment with literary conventions and consider audience expectations.

ENGLISH GENERAL

Course Description

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. This course is designed to empower students to succeed in a wide range of post-secondary pathways. The course develops students' language, literacy and literary skills to enable them to communicate successfully both orally and in writing, and to enjoy and value using language for both imaginative and practical purposes. Students comprehend, analyse, interpret and evaluate the content, structure and style of a wide variety of oral, written, multimodal, digital and media texts. Students learn how the interaction of structure, language, audience and context helps to shape how the audience makes meaning. They apply their knowledge to create analytical, imaginative, interpretive and persuasive texts in different modes and media. Students develop their skills in oral and written communication, needed for all careers to some extent.

Year 11 - Units 1 and 2

Recommended Prerequisites/Guidance Indicator:

Achieved OLNA

Further Information: Ms A Lewis

Unit 1: Comprehending and responding

Students employ strategies to assist comprehension, and read, view and listen to texts to connect, interpret and visualise ideas. They develop personal and logical responses to texts through questioning, inferential reasoning, and by evaluating content and structure. Students consider how organisational features of texts help the audience to understand the text. They apply their understanding of language through the creation of texts for different purposes.

Unit 2: Interpreting ideas and arguments

Students analyse text structures and language features to identify the ideas, arguments and values expressed. They consider the purposes and audiences of texts, examine the connections between purpose, structure and context. and integrate relevant information and ideas from texts to develop their own interpretations. They create texts using persuasive, visual and literary techniques to engage audiences in a range of modes and media.

Year 12 - Units 3 and 4

Recommended Prerequisites/Guidance Indicator:

Achieved OLNA

Further Information: Ms A Lewis

Unit 3: Exploring different perspectives

Students explore attitudes, text structures and language features to identify a text's meaning and purpose. They examine relationships between context, purpose and audience in different language modes and texts. Students consider how perspectives and values are presented in texts to influence audiences. They learn how to communicate logically, persuasively and imaginatively in different contexts, using a variety of types of texts.

Unit 4: Community, local and global issues

Students explore how ideas, attitudes and values are presented and synthesise information from a number of sources in order to develop independent perspectives. They analyse how authors influence and position audiences and develop reasoned text responses for a variety of audiences. Students construct and clearly express coherent, logical and sustained arguments. They consider purpose and audience response when creating their own persuasive, analytical, imaginative, and interpretive texts.

MATHS

SPECIALIST ATAR

MATHS

Course Description

Embark on a transformative journey through the world of mathematics and statistics. Students enrolled in the Mathematics Specialist ATAR course will gain a deep appreciation for the true nature of mathematics, recognising its beauty and practicality. This course is designed to be taken alongside the Mathematical Methods ATAR course, complimenting, and expanding upon its content. The Specialist course offers students the opportunity to develop rigorous mathematical arguments, proofs, and an extensive use of mathematical models. It covers topics such as functions, calculus, probability, and statistics, which build on and enhance the concepts learned in the Mathematical Methods ATAR course. In addition to elevating their logical reasoning skills to a high level, students will be introduced to vectors, complex numbers, and matrices. The Mathematics Specialist ATAR course is tailored for students with a strong interest in mathematics. It is highly recommended for tertiary courses in Mathematics, Engineering, Aviation, and Physical Science, and serves as a valuable prerequisite for courses that involve in-depth mathematical analysis.

Year 11 - Units 1 and 2

Recommended Prerequisites/Guidance Indicator:

A Grade in Year 10 Mathematics

Achieved OLNA

Further Information: Mr R Berwick

Unit 1

The content includes the study of counting techniques, vectors including component form and proofs, geometric proofs, relative displacement and relative velocity and scalar products.

Unit 2

The content includes the study of trigonometric identities and equations, basic matrix algorithms and transformations, proofs and complex numbers.

Year 12 - Units 3 and 4

Recommended Prerequisites/Guidance Indicator:

C Grade in Year 11 ATAR Maths Specialist ATAR Units 1 & 2

Further Information: Mr R Berwick

Unit 3

The content includes the study of complex numbers, polar form of a complex number, functions, vector equation of a line, vectors in three dimensions, systems of linear equations and vector calculus.

Unit 4

The content includes the study of differentiation and integration techniques and applications, differential equations, simple harmonic motion and sample means.

METHODS ATAR

MATHS

Course Description

Mathematics Methods is a course which equips students with the necessary skills and confidence to apply calculus and statistical analysis to real-world scenarios. The course caters to mathematically inclined students by offering a diverse range of topics with potential applications in mathematics and science. Throughout the course, complexity and design principles are emphasized, showcasing the intricate nature of Mathematics. The study of calculus provides a basis for understanding rates of change in the physical world and includes the use of functions, and 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 an excellent insight into the fundamental applications of Mathematics in practically every area of Science, Commence and Industry. It is important to be aware that the Mathematics Methods course is a prerequisite for many tertiary courses involving further Mathematics.

Mathematics Methods is a compulsory requirement if you choose to study Mathematics Specialist. This course is essential for tertiary courses in Mathematics, Engineering, Aviation and Physical Science and is helpful as a prerequisite for courses involving strong mathematical analysis.

Year 11 - Units 1 and 2

Recommended Prerequisites/Guidance Indicator:

B Grade in Year 10 Mathematics

Achieved OLNA

Further Information: Mr R Berwick

Unit 1

The content includes the study of trigonometry, radian measure, linear and quadratic functions and equations, polynomials, trigonometric and other functions, sets and probability.

Unit 2

The content includes the study of indices, exponential functions, sequences and series, rates of change and differentiation, applications of differentiation, antidifferentiation and rectilinear motion.

Year 12 - Units 3 and 4

Recommended Prerequisites/Guidance Indicator:

C Grade in Year 11 ATAR Maths Methods Units 1 & 2

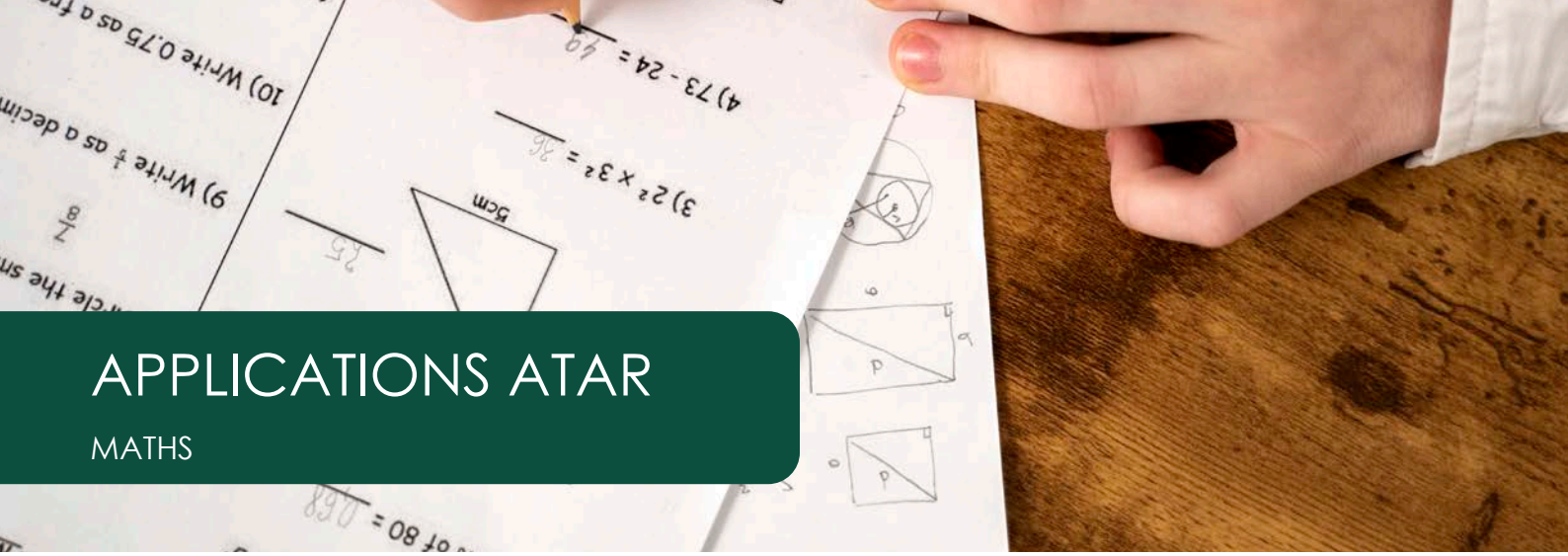
Further Information: Mr R Berwick

Unit 3

The content includes the study of differentiation and applications, anti-differentiation, area under a curve, the fundamental theorem of calculus, the exponential function, calculus of trigonometric functions, discrete random variables, Bernoulli and binomial distributions.

Unit 4

The content includes the study of logarithmic functions and their calculus, continuous random variables, the normal distribution, random sampling and sample proportions.



APPLICATIONS ATAR

MATHS

Course Description

Mathematics Applications presents Mathematics as an organised body of useful knowledge and provides students with the skills and confidence necessary to apply this knowledge in many practical real-life situations. The course provides students with useful applied mathematical tools and fosters an ability to solve problems and to carry out mathematical investigations. This is a more rigorous academic overall pathway than Mathematics Essentials. The Mathematics Applications course gives students an excellent preparation for many university and TAFE courses.

Year 11 - Units 1 and 2

Recommended Prerequisites/Guidance Indicator:

C Grade in Year 10 Mathematics

Achieved OLNA

Further Information: Mr R Berwick

Unit 1

The content includes the study of the use of formulae, percentages, simple and compound interest, other financial considerations, matrices, the theorem of Pythagoras, perimeter and area, surface area and volume and similarity.

Unit 2

The content includes the study of univariate data, summarising data and describing distributions, measures of dispersion or spread, boxplots, histograms, the statistical investigation process, solving equations, using equations to solve problems, linear relationships, piecewise defined relationships, trigonometry for right and non-right triangles.

Year 12 - Units 3 and 4

Recommended Prerequisites/Guidance Indicator:

C Grade in Year 11 ATAR Maths Applications Units 1 & 2

Further Information: Mr R Berwick

Unit 3

The content includes the study of bivariate data and further analysis, sequences by recursion and some specific types, networks and shortest path.

Unit 4

The content includes the study of time series data, moving averages and seasonal effects, finances – saving, borrowing and drawing down investments, minimum spanning trees, maximum flow, project networks and assignment problems.

ESSENTIALS GENERAL

MATHS

Course Description

Mathematics Essentials is a general all-round revision and development of previously encountered mathematical concepts that particularly relate to real contexts for a range of workplace, personal, further learning and community settings. It presents a body of useful mathematical knowledge and provides students with the skills and understanding necessary to apply this knowledge. It is a non-ATAR course for students who may have struggled with mathematics but desire a course that will broaden their mathematical knowledge base. All assessment types involve the application of the Mathematical Thinking Process and Statistical Investigative Process. A sound level of literacy is required to successfully complete these assessments. The Mathematics Essentials course gives students a broad mathematical preparation for post-school options of employment and further training.

Year 11 - Units 1 and 2

Recommended Prerequisites/Guidance Indicator:

Achieved OLNA

Further Information: Mr R Berwick

Unit 1

This unit provides students with the mathematical skills and understanding to solve problems relating to calculations, the use of formulas to find an unknown quantity, applications of measurement and the use and interpretation of graphs. Possible contexts for this unit are earning and managing money and nutrition and health.

Unit 2

This unit provides students with the mathematical skills and understanding to solve problems related to representing and comparing data, percentages, rates and ratios, and time and motion. Possible contexts for this unit to achieve this goal are transport and independent living.

Year 12 - Units 3 and 4

Recommended Prerequisites/Guidance Indicator:

Achieved OLNA

Further Information: Mr R Berwick

Unit 3

This unit provides students with the mathematical skills and understanding to solve problems related to measurement, scales, plans and models, drawing and interpreting graphs and data collection. Students use the mathematical thinking process and apply the statistical investigation process.

Unit 4

This unit provides students with the mathematical skills and understanding to solve problems related to probability, earth geometry and time zones, loans and compound interest. Students use the mathematical thinking process and apply the statistical investigation process to solve problems involving probability.

SCIENCE

PHYSICS ATAR

Course Description

Physics is a fundamental science that endeavours to explain the natural phenomena that occur in the universe. Its power lies in the use of a comparatively small number of assumptions, models, laws and theories to explain a wide range of phenomena. In the Physics ATAR course, students investigate how the unifying concept of energy explains diverse phenomena and provides a powerful tool for analysing how systems interact throughout the universe, from the incredibly small to the incredibly large. Students also learn how more sophisticated theories, including quantum theory, the theory of relativity and the Standard Model, are needed to explain more complex phenomena, and how new observations can lead to models and theories being refined and developed. Whether it be renewable energy generation, communication, development of new materials, transport and vehicle safety, medical science or our exploration of the universe, an understanding of physics is the foundation on which modern technologies and all other sciences are based. Studying physics will enable students to become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues. The Physics ATAR course provides a strong platform of physics knowledge, understanding and skills for students who wish to pursue tertiary subjects in science, engineering, medicine and technology.

Maths Methods is a co-requisite for Physics.

Year 11 - Units 1 and 2

Recommended Prerequisites/Guidance Indicator:

B Grade in Year 10 Science Pathway 1 Physics

B Grade in Year 10 Mathematics

Further Information: Mr P Macmillan

Unit 1: Thermal, nuclear and electrical physics

Students investigate energy production by considering heating processes, radioactivity and nuclear reactions, and investigate energy transfer and transformation in electrical circuits.

Unit 2: Linear motion and waves

Students describe, explain and predict linear motion, and investigate the application of wave models to sound phenomena.

Year 12 - Units 3 and 4

Recommended Prerequisites/Guidance Indicator:

C Grade in Year 11 ATAR Physics Units 1 & 2

Further Information: Mr B Plewright

Unit 3: Gravity and electromagnetism

Students investigate models of motion in gravitational, electric and magnetic fields to explain how forces act at a distance.

Unit 4: Revolutions in modern physics

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

CHEMISTRY ATAR

Course Description

Chemistry is the study of materials and substances and the transformations they undergo through interactions and the transfer of energy. Chemists can use an understanding of chemical structures and processes to adapt, control and manipulate systems to meet specific economic, environmental and social needs. This includes addressing the global challenges of climate change and security of water, food and energy supplies, and designing processes to maximise the efficient use of Earth's finite resources. The Chemistry ATAR course develops students' understanding of the key chemical concepts and models of structure, bonding, and chemical change, including the role of chemical, electrical and thermal energy. Throughout the Chemistry course, students will study the fundamental chemistry behind processes such as protein synthesis and the production of biofuels and develop skills that will allow them to quantitatively analyse these chemical processes. The Chemistry ATAR course provides a strong platform for a wide variety of tertiary subjects such as Forensic Science, Engineering, Medicine, Dentistry, Pharmacy, Sports Science, and Agriculture.

Year 11 - Units 1 and 2

Recommended Prerequisites/Guidance Indicator:

B Grade in Year 10 Science Pathway 1 Chemistry

B Grade in Year 10 Mathematics

Further Information: Mr M Ellis and Mr B Plewright

Unit 1: Chemical fundamentals

Students use models of atomic structure and bonding to explain the macroscopic properties of materials. They develop understanding of energy changes in chemical reactions and the use of chemical equations to calculate masses of substances involved in chemical reactions.

Unit 2: Molecular interactions and reactions

Students continue to develop their understanding of bonding models and the relationship between structure, properties and reactions, including consideration of the factors that affect the rate of chemical reactions. Students investigate the unique properties of water and the properties of acids and bases, and use chemical equations to calculate the concentrations and volumes of solutions involved in chemical reactions.

Year 12 - Units 3 and 4

Recommended Prerequisites/Guidance Indicator:

C Grade in Year 11 Chemistry ATAR Units 1 & 2

Further Information: Mr M Ellis and Mr B Plewright

Unit 3: Equilibrium, acids and bases, and redox reactions

Students investigate the concept of reversibility of reactions and the dynamic nature of equilibrium in chemical systems, contemporary models of acid-base behaviour that explain their properties and uses, and the principles of oxidation and reduction reactions, including the generation of electricity from electrochemical cells.

Unit 4: Organic chemistry and chemical synthesis

Students develop their understanding of the relationship between the structure, properties and chemical reactions of different organic functional groups. Students also investigate the process of chemical synthesis to form useful substances and products and the need to consider a range of factors in the design of these processes.

BIOLOGY ATAR

Course Description

Biology is the study of the fascinating diversity of life as it interacts and functions. From cellular processes to ecosystem dynamics, this course gives an amazing insight into interconnectedness of biological systems, how they function, and their importance to us. Australian, regional and global communities rely on the biological sciences to understand, address and successfully manage environmental, health and sustainability challenges. These include the biosecurity and resilience of ecosystems, the health and wellbeing of organisms and their populations, and the sustainability of biological resources. Through field, laboratory and research investigations, students develop their investigative, analytical and communication skills. Regular laboratory activities include microscopy, plant and animal dissections, research and environmental analysis. Students who select Biology may be interested in pursuing tertiary subjects such as Medical Science, Food and Marine Science, Agriculture, Biotechnology, Environmental Rehabilitation, Veterinary Medicine, Biosecurity, Quarantine or Ecotourism.

Year 11 - Units 1 and 2

Recommended Prerequisites/Guidance Indicator:

High C Grade in Year 10 Science Pathway 1 Biology

C Grade in Year 10 English

Further Information: Ms N Thompson

Unit 1: Ecosystems and biodiversity

Students analyse abiotic and biotic ecosystem components and their interactions, using classification systems for data collection, comparison and evaluation.

Unit 2: From single cells to multicellular organisms

Students investigate the interdependent components of the cell system and the multiple interacting systems in multicellular organisms.

Year 12 - Units 3 and 4

Recommended Prerequisites/Guidance Indicator:

C Grade in Year 11 ATAR Biology Units 1 & 2

Further Information: Ms N Thompson and Mrs K Hunter

Unit 3: Continuity of Species

Students investigate mechanisms of heredity and the ways in which inheritance patterns can be explained, modelled and predicted. They connect these patterns to population dynamics and apply the theory of evolution by natural selection in order to examine changes in populations.

Unit 4: Surviving in a Changing Environment

Students investigate how organisms maintain a constant internal environment through negative feedback and how adaptations enable survival in diverse environments. They study disease, including pathogens, epidemiology, and management strategies at local and global levels.

HUMAN BIOLOGY ATAR

Course Description

Human Biology covers a wide range of ideas relating to the functioning of the human body. In this course students learn how integrated regulation allows individuals to survive in an ever-changing environment. They explore reproduction and the sources of variation that make each of us unique individuals, research new discoveries that are increasing our understanding of the causes of dysfunction in the human body and study population genetics to understand the longer-term changes leading to natural selection and evolution of our species. Through studying a combination of classical genetics, advances in molecular genetics and dynamic new biotechnological processes, students develop an understanding of the cumulative and evolving nature of scientific knowledge in this field. Throughout this course students learn to think critically, to evaluate evidence, to solve problems and to communicate understandings in scientific ways. Career pathways that use Human Biology might include science, education, a variety of medical and paramedical fields, food and hospitality, childcare, personal training and/or fitness/sport.

Year 11 - Units 1 and 2

Recommended Prerequisites/Guidance Indicator:

High C Grade in Year 10 Science Pathway 1 Biology

Further Information: Mrs K Hunter

Unit 1: The Functioning Human Body

In this unit, students analyse how the structure and function of body systems, and the interrelationships between systems, support metabolism and body functioning.

Unit 2: Reproduction and inheritance

In this unit, students study the reproductive systems of males and females, the mechanisms of transmission of genetic material from generation to generation, and the effects of the environment on gene expression.

Year 12 - Units 3 and 4

Recommended Prerequisites/Guidance Indicator:

C Grade in Year 11 ATAR Human Biology Units 1 & 2

Further Information: Ms N Thompson

Unit 3: Homeostasis and disease

This unit explores the nervous and endocrine systems and the mechanisms that help maintain the systems of the body to function within normal range, and the body's immune responses to invading pathogens.

Unit 4: Human variation and evolution

This unit explores the variations in humans, their changing environment and evolutionary trends in hominids.

INTEGRATED SCIENCE GENERAL

Course Description

The Integrated Science General course focuses on science as a practical activity and develops skills to investigate science issues in the context of the world around us. It encourages student collaboration and cooperation with community members employed in scientific pursuits. It requires them to be creative, intellectually honest, to evaluate arguments with scepticism, and to conduct their investigations in ways that are ethical, fair and respectful of others. The course is based on concepts from key areas of science including Biology, Ecology, Earth Sciences, Chemistry and Physics. The Integrated Science General course is inclusive and aims to be attractive to students with a wide variety of backgrounds, interests and career aspirations including those aiming to study Science-based TAFE certificates.

Year 11 - Units 1 and 2

Recommended Prerequisites/Guidance Indicator:

Achievement of OLNA

Interest in Science

Further Information: Ms N Thompson

Unit 1

In this unit students study structure and function of biological systems, interrelationships of Earth systems, Ecosystems and Sustainability and continuity of species in a variety of contexts which could include environmental degradation, biodiversity, water or biotechnology.

Unit 2

In this unit students will study atoms, chemical reactions, mixtures and solutions and motion and forces in a variety of different contexts which could include forensics, cosmetics, rocketry and mining.

Year 12 - Units 3 and 4

Recommended Prerequisites/Guidance Indicator:

C Grade in Year 11 GENERAL Integrated Science Units 1 & 2

Further Information: Ms N Thompson

Unit 3

In this unit students will investigate the diversity of ecosystems, species interactions, human impacts on ecosystems and conduct field work to measure biotic and abiotic aspects of ecosystems

Unit 4

In this unit students will explore the properties of chemical substances that determine their use, and techniques involved in separating mixtures and solutions. They will investigate forces and energy in local contexts that are relevant to everyday lives.

PSYCHOLOGY ATAR

Course Description

Psychology, as a scientific discipline, examines human cognition, behaviour, and thought processes. This course introduces students to the principles of scientific inquiry and their practical application to planning and conducting psychological investigations. Through the study of various psychological theories, case studies, models, and concepts, students learn to critically evaluate and analyse psychological interpretations and claims using empirical evidence. They develop the skills necessary to apply psychological knowledge in explaining everyday thoughts, feelings, and behaviours. By studying psychology, students develop a better understanding of how individuals' function in different contexts and how culture shapes their values, attitudes, and beliefs. This course is relevant to further studies in the health professions, education, human resources, social sciences, sales, media, marketing and management.

Year 11 - Units 1 and 2

Recommended Prerequisites/Guidance Indicator:

High C Grade in Year 10 Science Pathway 1 Biology

ATAR English requirement met

Further Information: Ms N Thompson & Mrs K Hunter

Unit 1 – Biological and lifespan psychology

Students begin to learn concepts associated with psychological theories, studies and models, which develop and change over time, to explain human emotion, cognition and behaviour. They study the structure of the brain and its effects on how humans think, feel and behave with a key focus on adolescent development.

Unit 2 – Attitudes, stereotypes and social influence

This unit focuses on the influence of others on human psychology. Students explore theories of cognitive dissonance, social identity and attribution with reference to relevant psychological theories. They learn about social influences such as the role of stereotypes and the relationship between attitudes, prejudice and discrimination in a range of areas. They learn about the relationship between social influence and the development of prosocial and antisocial behaviours.

Year 12 - Units 3 and 4

Recommended Prerequisites/Guidance Indicator:

C Grade in Year 11 ATAR Psychology Units 1 & 2

Further Information: Ms N Thompson & Mrs K Hunter

Unit 3 - Unit 3 – Memory and learning – Cognitive Psychology

Students explore memory and learning which are the core enable humans to develop understanding and apply this to the world in which they live. Students study the role of sensation, perception and attention in memory and study theories of how people learn

Unit 4 – Psychology of motivation, wellbeing and health

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

MARINE & MARITIME GENERAL

Course Description

A significant relationship between the marine environment and humans has existed throughout history. Australia is an island nation, with Western Australia's mainland and islands having approximately twenty-one thousand kilometres of coastline. It is therefore relevant to Western Australians to study the sea and how people interact with it. The Marine and Maritime Studies GENERAL course provides students with the opportunity to study the sea and how people interact with it. Practical learning experiences equip students with a broad range of skills and knowledge. Students develop seamanship skills, nautical skills and water-based skills. Students investigate oceanography concepts to explore the interdependence between components of the marine environment and consider issues around the sustainable management of Western Australian fisheries.

Year 11 - Units 1 and 2

Recommended Prerequisites/Guidance Indicator:

Good standing in PE department

Interest in marine environments and water-based pursuits

Further Information: Mr C Ritchie

Unit 1

This unit introduces students to marine science, covering water properties, testing methods, oceanography, fishing management, maritime studies, nautical terminology, and water-based activities. Topics include water properties, wind formation, tides, waves, currents (including Western Australian ocean currents), recreational and commercial fishing issues, maritime construction materials, nautical terminology, and safe water-based practices.

Unit 2

This unit introduces students to the marine ecosystem, focusing on the four main zones and adaptations of marine life. Western Australian marine life will be classified, and food webs for each zone studied. The importance of marine protected areas, Western Australian agencies' role in protection, and maritime studies will be explored, including design features of marine equipment and construction methods. Small craft propulsion systems and aspects like steering and gear systems will also be covered.

Year 12 - Units 3 and 4

Recommended Prerequisites/Guidance Indicator:

Good standing in PE department

C Grade in Year 11 GENERAL Marine and Maritime Units 1 & 2

Further Information: Mr C Ritchie

Unit 3

This unit explores Western Australian marine ecosystems, including estuaries, mangroves, coral reefs, and seagrass meadows. Students analyse key species, food webs, and organism adaptations. They explore environmental and resource management with a focus on aquaculture and declining fish stocks. Students investigate maritime construction materials, watercraft design, fiberglass craft repair, basic parts of outboard motors and small craft systems such as bilges, electrical, fuel, mooring lines, and anchoring equipment.

Unit 4

This unit explored global surface ocean currents, atmospheric circulation systems, and the influence of climate change on sea levels, thermohaline circulation, and marine ecosystems. It explores coastal erosion, engineering structures, marine tourism, and the effects of ecotourism. Students also examine construction material protection and its potential side effects, as well as small craft maintenance, including maintenance logs, fuel, ignition, cooling systems, and engine diagnostics

HASS

ECONOMICS ATAR

Course Description

With rising fuel, food and energy prices, global uncertainty and recent domestic product shortages, the level of community interest in economic matters has never been higher. Economics investigates the choices all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources. The course aims to develop students' ability to analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing. The course also develops reasoning, logical thinking and interpretation skills demanded by the world of work, business and government. It provides a framework for examining society's issues and identifying possible economic and political solutions. The emphasis of the course is on the Australian economy. The Economics ATAR course provides a strong platform for students considering jobs such as a Chartered or Certified Accountant, Public Finance Accountant, Economic Analyst, Financial Risk Analyst, Investment Analyst, Statistician, Local Government Worker, Management Consultant or Quantity Surveyor.

Year 11 - Units 1 and 2

Recommended Prerequisites/Guidance Indicator:

B Grade in Year 10 HASS

Further Information: Mrs M Harrington

Unit 1: Microeconomics

This unit explores the theory that markets are an efficient way to allocate scarce resources, using real world markets with an emphasis on the Australian economy. Students examine examples of market failure along with a range of government policy options that can be applied to achieve more desirable outcomes. Students are also introduced to the language of economics and the use of theories and models to explain and interpret economic issues.

Unit 2: Macroeconomics

This unit explores the government's role in a modified market economy and Australia's recent and contemporary macroeconomic performance. The levels of employment, output, income and spending in the economy have implications for inflation, unemployment and economic growth. Students examine the role of government, through its spending and taxing powers, which can affect the allocation and price of resources.

Year 12 - Units 3 and 4

Recommended Prerequisites/Guidance Indicator:

C Grade in Year 11 ATAR Economics Units 1 & 2

Further Information: Mrs M Harrington

Unit 3: Australia and the global economy

The unit explores the links between economies and the concepts of globalisation, trade liberalisation and protection in relation to the Australian economy. Students examine the recordings and effects of changes in Australia's economic transactions with the rest of the world using recent and contemporary economic data, together with economic models.

Unit 4: Economic policies and management

The unit explores how economic policies, such as fiscal policy, monetary policy and microeconomic policy operate in the pursuit of the Australian Government's economic objectives. Students examine the effects of policies in Australia using economic models along with recent and contemporary economic data. They apply the language, theories and tools of economics to develop a critical perspective on the role of these policies in the current Australian Government policy mix.

GEOGRAPHY ATAR

Course Description

The Geography ATAR course provides a structured, disciplinary framework to investigate and analyse a range of challenges and associated opportunities facing Australia and the global community. These challenges include rapid change in biophysical environments, the sustainability of places, dealing with environmental risks, and the consequences of international integration. Jobs that may use geography include Surveying, Cartography, Agricultural and Forest Science, Eco-tourism, Land Development, Industrial and Energy Planning, Geology, Hydrology, Volcanology, Seismology, Oceanography, Meteorology, Conservation, Environment Monitoring and Assessment, Wildlife and Resource Management, Waste Disposal Management, Urban and Town Planning, Teaching, Journalism or even Population Planning.

Year 11 - Units 1 and 2

Recommended Prerequisites/Guidance Indicator:

B Grade in Year 10 HASS

Further Information: Mr M Findlay

Unit 1: Natural and Ecological Hazards

This unit focuses on how natural and ecological hazards and their associated risks are perceived and managed at local, regional and global levels. Risk management, in this particular context, refers to prevention, mitigation and preparedness. Students explore natural hazards, including cyclones, droughts, bushfires, earthquakes and volcanoes. They will also explore ecological hazards, for example, pandemics, and plant and animal invasions.

Unit 2: Global Networks and Interconnections

This unit focuses on the process of international integration. It addresses the economic and cultural transformations of our world today, the spatial outcomes of these processes, and political and social consequences. It explains how advances in transport and communication have had an impact at local, national and global scales. Cultural groups that may have been isolated in the early twentieth century are now linked to an interconnected world in which there is a 'shrinking' of time and space.

Year 12 - Units 3 and 4

Recommended Prerequisites/Guidance Indicator:

C Grade in Year 11 ATAR Geography Units 1 & 2

Further Information: Mr M Findlay

Unit 3: Global Environmental Change

This unit explores the changing biophysical cover of the Earth's surface, including the creation of anthropogenic biomes and their impacts on global climate and biodiversity. Students assess a sustainability program aimed at mitigating the negative effects of land cover change. By integrating physical, environmental, and human geography, students gain a comprehensive understanding of land cover change, its environmental consequences at local, regional, and global levels, and potential sustainable solutions.

Unit 4: Planning Sustainable Places

Urbanisation not only affects human wellbeing and the rate of world population growth, it has created a range of challenges for urban, rural and remote places, including Indigenous communities. Students examine how governments, planners, interest groups and individuals address these challenges in order to ensure that places are productive, vibrant and sustainable. They investigate ways in which geographical knowledge and skills can be applied to identify and address these challenges.

MODERN HISTORY ATAR

Course Description

This course provides students with the opportunity to explore the historical forces that have shaped our present world. While focusing primarily on the 20th century, the course also links significant developments from the late 18th century onwards, encouraging students to establish connections with the ever-changing 21st century. Modern History cultivates curiosity, imagination, and an appreciation for the major themes, individuals, movements, events, and ideas that have influenced the contemporary world. The units encompass a range of themes, including local, national, and global conflicts and their resolutions, the rise of nationalism and its repercussions, the decline of imperialism and the process of decolonisation, the ongoing struggle for human rights recognition, the transformation of social and economic landscapes, regional power shifts and the ascent of Asia, as well as the evolving nature and impact of ideologies. Career opportunities related to Modern History include positions such as Museum/Gallery Curator, Teacher, Academic Librarian, Archaeologist, Tourism Operator, Lawyer, Broadcast Journalist, Editorial Assistant, and Information Officer.

Year 11 - Units 1 and 2

Recommended Prerequisites/Guidance Indicator:

B Grade in HASS and ATAR English requirement met

Further Information: Mr P Beeck

Unit 1: Understanding the modern world

This unit explores significant developments in the modern era, the ideas that inspired them and their consequences. Students examine transformative changes, such as the application of reason to human affairs, advancements in production, consumption, transport, and communications, challenges to social hierarchy, and principles of government by consent. They also analyse the evolving nature and relevance of sources, shifting representations and interpretations of the past, and the lasting impact of these developments on the Western world and beyond.

Unit 2: Movements for change in the 20th century

Through a detailed examination of one major movement, students investigate how individuals, groups and institutions have challenged existing political structures and accepted social organisation and economic models. Students study the development of movements, methods adopted to achieve effective change, the changing nature of these movements, and changing perspectives of their value and significance.

Year 12 - Units 3 and 4

Recommended Prerequisites/Guidance Indicator:

C Grade in Year 11 ATAR Modern History Units 1 & 2

Further Information: Mr P Beeck

Unit 3: Modern nations in the 20th century

This unit explores the characteristics of 20th-century modern nations, including the crises that tested government stability and the resulting impacts on social, economic, and political order. Students analyse how nations addressed internal divisions and external threats, gaining a deeper understanding of a modern nation's character. The unit also covers topics such as evidence reliability, cause and effect relationships, continuity and change, significance, empathy, contestability, and evolving representations and interpretations.

Unit 4: The modern world since 1945

This unit examines some significant and distinctive features of the modern world within the period 1945–2001 in order to build students' understanding of the contemporary world – that is, why we are here at this point in time. These include changes to the nature of the world order: shifting international tensions, alliances and power blocs, the nature of various conflicts and regional and international attempts to create peace and security.

PHILOSOPHY & ETHICS ATAR

Course Description

The Philosophy and Ethics ATAR course engages students with three classical questions of the human condition: 'What is real?'; 'How do we know?' and 'How should we live?' Within this context, the course gives students the opportunity to explore the world of concepts from both contemporary and historical perspectives. Students are taught clarification, evaluation and argument. They develop the specific skills to inquire, reason and make judgements. Philosophical inquiry requires that they question their assumptions, beliefs and their reasons for holding them. The Philosophy and Ethics ATAR course aims to empower students to make independent judgements on the basis of reason. Employers are increasingly searching for people who can analyse new situations and devise and evaluate appropriate strategies to manage them. This course is relevant if you are contemplating not only Philosophy at university, but also literature, history and economics. It is also highly relevant to those intending to study law, medicine, human services, advertising and design.

Year 11 - Units 1 and 2

Recommended Prerequisites/Guidance Indicator:

B Grade in Year 10 HASS and ATAR English requirement met

Further Information: Mrs L Bryan

Unit 1 – Reason and persons

This unit enables students to examine reasoning, inference, doubt, and proof: the construction of world views; ideas of mind, body and personhood; ideas of action, intention, motives, free-will and determinism; and the elements of a personal ethic.

Unit 2 – Reason and culture

This unit enables students to examine ideas of beauty and aesthetics: the interpretation of art and literature; the idea of culture; intuition and emotion; and personal relationships and friendship.

Year 12 - Units 3 and 4

Recommended Prerequisites/Guidance Indicator:

C Grade in Year 11 ATAR Philosophy and Ethics Units 1 & 2

Further Information: Mrs L Bryan

Unit 3 – Reason and society

This unit enables students to examine the mapping of arguments; humanism, religion and values; individualism and social identity; the ideals of a good society; and the ideals of politics and government.

Unit 4 – Reason and meaning

This unit enables students to examine complex arguments; a number of higher-order systems of inquiry; ways of understanding the relationship between religion and science; and ethical issues of life and death.

BUSINESS MANAGEMENT & ENTERPRISE GENERAL

Course Description

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

Year 11 - Units 1 and 2

Recommended Prerequisites/Guidance Indicator:

Nil

Further Information: Mrs A Powell

Unit 1 - Establishing a small business in Australia

The focus of this unit is on establishing a small business in Australia. Opportunities are provided to explore business start-ups and to recognise the factors that contribute to business success. Entrepreneurship and innovative thinking are introduced, generating ideas and proposals that may be suitable for business ventures. These proposals are then developed into a business plan.

Unit 2 - Operating a small business in Australia

This unit further explores key aspects of operating a small business in Australia. The unit is suited to the running of a small business in the school or local environment, or to the use of business simulations. The concepts of innovation, marketing and competitive advantage and the key factors that influence consumer decision making are introduced. Legal aspects of running a small business, including rights and responsibilities of employer and employee, are investigated.

Year 12 - Units 3 and 4

Recommended Prerequisites/Guidance Indicator:

C Grade in Year 11 GENERAL Business Management and Enterprise Units 1 & 2

Further Information: Mrs A Powell

Unit 3 – Ongoing business success at a national level

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

Unit 4 – Business growth and the challenges of expansion

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

HEALTH AND PHYS ED

PHYSICAL EDUCATION ATAR

Course Description

Physical Education Studies contributes to the development of students' physical, social and emotional growth. In the Physical Education Studies ATAR course students learn about the interrelationships between motor learning, 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 as performers, leaders, coaches, analysts and planners of physical activity. The course prepares students for a variety of post-school pathways, including immediate employment or tertiary studies. It provides students with an increasingly diverse range of employment opportunities in the sport, leisure and recreation industries, education, sport development, youth work, and health and medical fields linked to physical activity and sport. The course also equips students to take on volunteer, coaching and leadership roles in community activities.

Year 11 - Units 1 and 2

Recommended Prerequisites/Guidance Indicator:

Good standing in PE department,

High C Grade in Year 10 Physical Education Studies

ATAR Biology requirement met

Community sport involvement and personal fitness are desirable

Further Information: Mr A McWhirter

Unit 1

This unit explores the physiological effects of training and the body's responses to physical activity. Students study various aspects of functional anatomy and learn how to apply this knowledge and understanding to improve performance in physical activity. The focus of this unit is to identify the relationship between skill, tactics and the body, in order to improve the effectiveness and efficiency of performance.

Unit 2

The focus of this unit is biomechanical, psychological and motor learning and coaching concepts and how students apply these to their own and others' performance.

Year 12 - Units 3 and 4

Recommended Prerequisites/Guidance Indicator:

Good standing in PE department,

C Grade in Year 11 ATAR Physical Education Studies Units 1 & 2

Community sport involvement and personal fitness are desirable

Further Information: Mr A McWhirter

Unit 3

The focus of this unit is to provide opportunities for students to build upon their acquired physical skills and biomechanical, physiological and psychological understandings to improve the performance of themselves and others in physical activity.

Unit 4

The focus of this unit is to extend the understanding by students of complex biomechanical, psychological and physiological concepts to evaluate their own and others' performance.

HEALTH STUDIES ATAR

Course Description

Embark on a transformative journey into the world of Health Studies, where health is explored as a dynamic quality of life. In this course students explore health as a dynamic quality of life. They examine the impact of social, environmental, economic and biomedical determinants on health and their collective contribution to health disparities, as well as exploring approaches to address barriers which prevent groups from experiencing better health. Students apply inquiry skills to examine and analyse health issues, develop arguments and draw evidence-based conclusions. The course provides students with opportunities to develop skills that will enable them to pursue diverse career paths in nursing, allied health care, health promotion, research or community health care and community health work.

Year 11 - Units 1 and 2

Recommended Prerequisites/Guidance Indicator:

Good standing in PE department

high C Grade in Year 10 Physical Education Studies

ATAR English requirement met

Further Information: Mr A McWhirter

Unit 1

This unit explores the health of individuals and communities, examining health determinants and their impact. Through exploring health promotion frameworks and developing key health skills, students investigate the influences on decision-making, while gaining a deeper understanding of strategies to protect and promote health through inquiry processes.

Unit 2

This unit explores factors impacting community health, emphasising community development and participation for improved outcomes. Students analyse the influence of attitudes, beliefs, and norms on health behaviours, apply investigative processes to assess community health issues, and develop responses while addressing the impact of technology on interpersonal skills.

Year 12 - Units 3 and 4

Recommended Prerequisites/Guidance Indicator:

Good standing in PE department

C Grade in Year 11 ATAR Health Studies Units 1 & 2

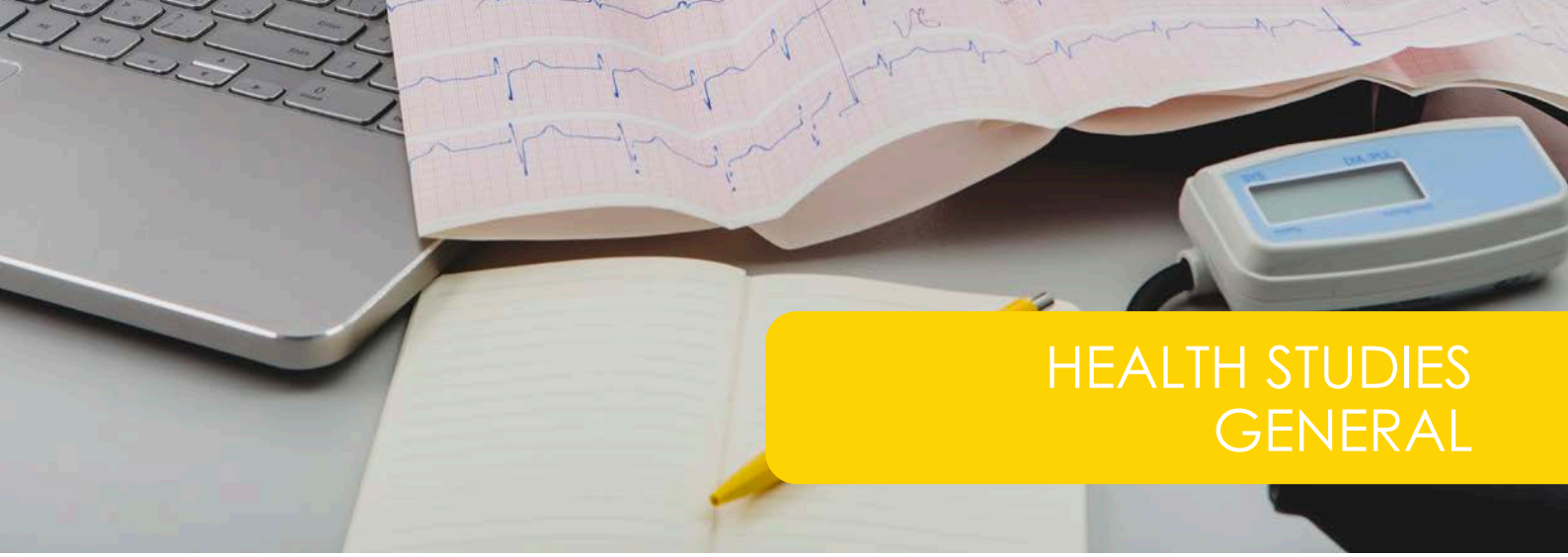
Further Information: Mr A McWhirter

Unit 3

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

Unit 4

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



HEALTH STUDIES GENERAL

Course Description

In this course students explore health as a dynamic quality of life. They 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 medical or community health care.

Year 11 - Units 1 and 2

Recommended Prerequisites/Guidance Indicator:

Good standing in PE department

Interest in Health Studies

Further Information: Mr A McWhirter

Unit 1

This unit focuses on personal health and wellbeing and what it means to be healthy. Students explore factors which influence their health, and design action plans to improve health and achieve set goals. Key consumer health skills and concepts, the relationship between beliefs, attitudes, values and health behaviour, and the impact of social and cultural norms, are introduced.

Unit 2

This unit focuses on personal health and introduces the many factors which influence health. The notion of prevention is central to this unit, and students explore actions, skills and strategies to cope with health influences and improve health. The role of communities in shaping norms and expectations are explored.

Year 12 - Units 3 and 4

Recommended Prerequisites/Guidance Indicator:

Good standing in PE department

C Grade in Year 11 GENERAL Health Studies Units 1 & 2

Further Information: Mr A McWhirter

Unit 3

This unit focuses on health determinants and their interaction and contribution to personal and community health. Students consolidate their understanding of health promotion and are introduced to key health literacy skills. Students explore the impact of beliefs on health behaviour and continue to develop personal and interpersonal skills which support health. Inquiry skills are consolidated and applied, including the ability to identify trends and patterns in data.

Unit 4

This unit focuses on the impact of health determinants on personal and community health. The concept of community development and the importance of participation and empowerment is introduced. Students learn about how chronic conditions are defined in the National Strategic Framework. The use of social marketing in health is explored and students are introduced to emotional intelligence as a mechanism for perceiving, controlling and evaluating emotions.

OUTDOOR EDUCATION GENERAL

Course Description

Through interaction with the natural world, Outdoor Education aims to develop an understanding of our relationships with the environment, others and ourselves, and ultimately contribute towards a sustainable world. The Outdoor Education General course focuses on outdoor activities in a range of environments, including bushwalking, sailing, climbing and orienteering. It provides students with an opportunity to develop essential life skills and physical activity skills, and an opportunity to develop a comprehensive understanding of the environment and develop a positive relationship with nature. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and careers in outdoor pursuits, environmental management, or eco-tourism.

Year 11 - Units 1 and 2

Recommended Prerequisites/Guidance Indicator:

Good standing in PE department

Strong interest in the environment, nature, and outdoor pursuits

Further Information: Mr C Ritchie

Unit 1 – Experiencing the Outdoors

In this unit, students are introduced to outdoor adventure activities to experience active engagement in the environment. They develop and enhance technical skills in roping, navigation, communication, and leadership. Students learn safe participation in selected outdoor activities and develop skills for completing short excursions/ expeditions. They also explore natural environment features and local environmental management, emphasizing 'Leave No Trace' principles.

Unit 2 – Facing Challenges in the Outdoors

Students will step outside their comfort zone and engage in a broad range of challenging outdoor activities. Learning about resource requirements for expeditions and are introduced to risk assessment models for decision making in challenging situations. Natural environments, weather components, conservation, biodiversity, and environmental management plans are introduced. Students also develop time management, goal setting, leadership and group relationship skills.

Year 12 - Units 3 and 4

Recommended Prerequisites/Guidance Indicator:

Good standing in PE department

C Grade in Year 11 GENERAL Outdoor Education Units 1 & 2

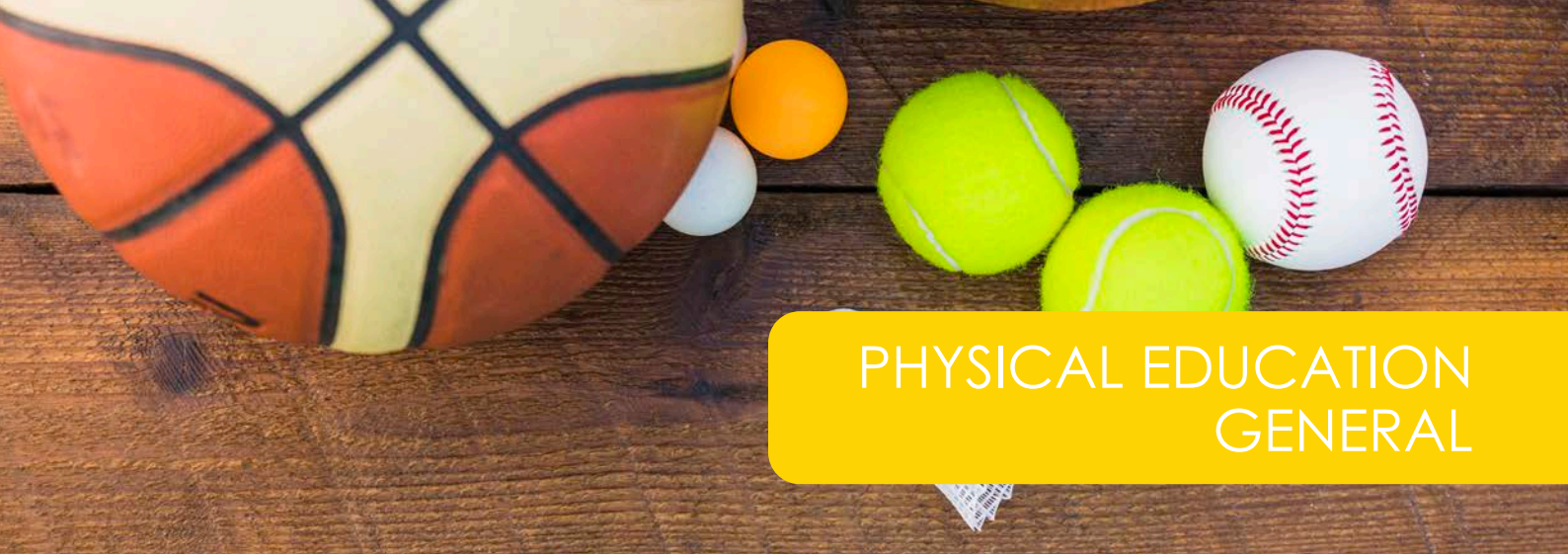
Further Information: Mr C Ritchie

Unit 3 – Building Confidence in the Outdoors

In this unit, students continue to develop the planning and organisational skills required for planning safe, short-duration excursions/expeditions. They participate in outdoor adventure activities to improve technical capabilities and develop basic survival skills. Students also foster personal skills like adaptability and monitoring environmental elements. The unit explores natural environment features, weather components, forecasting, and human interactions with nature such as sustainability.

Unit 4 – Outdoor Leadership

In this unit, students develop skills for safe and enjoyable outdoor excursions. They engage in adventure activities to enhance technical capabilities. Navigational and emergency response skills in outdoor settings are further developed. Students build qualities like commitment, tolerance, resilience, conflict resolution, and leadership. Weather forecasting and minimising environmental impact strategies are emphasized. Sustainability projects are explored.



PHYSICAL EDUCATION GENERAL

Course Description

The Physical Education Studies General course focuses on the physical, mental, 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. In each unit of this course, students will further their understanding and skills in the areas: Motor Learning and Coaching, Functional Anatomy, Biomechanics, Exercise Physiology and Sport Psychology. The course is 50% practical and 50% theoretical with both the teaching and assessments reflecting this. Careers that might use Physical Education Studies include education, youth work, leisure and/or outdoor industries, health and medical fields linked to physical activity and sport such as Physiotherapy.

Year 11 - Units 1 and 2

Recommended Prerequisites/Guidance Indicator:

Good standing in PE department

C Grade in Year 10 Physical Education Studies

Community sport involvement and personal fitness are desirable

Further Information: Mr A McWhirter

Unit 1: Physical skills and tactics

The focus of this unit is the development of knowledge, understanding and application of anatomical, physiological and practical factors associated with performing in physical activities. The unit will focus on developing physical skills and tactics. Students will learn about related principles, including the major functions of bones, the role of biomechanics, components of performance related fitness, and mental preparation for physical activity.

Unit 2: Anatomical and physiological systems

Students study the impact of physical activity on the body's anatomical and physiological systems. They are introduced to concepts that support performance as team members and individuals, including the basic elements of a training session, the function of the circulatory system, biomechanical principles relating to motion, the response of the respiratory system to exercise and mind sets to improve performance.

Year 12 - Units 3 and 4

Recommended Prerequisites/Guidance Indicator:

Good standing in PE department

C Grade in Year 11 GENERAL Physical Education Studies Units 1 & 2

Community sport involvement and personal fitness are desirable

Further Information: Mr A McWhirter

Unit 3: Movement, anatomy and motor learning

The focus of this unit is simple movement, biomechanical, physiological, psychological, functional anatomy and motor learning concepts. The understanding of the relationship between skill, movement production and fitness will be further enhanced as students develop and improve.

Unit 4: Movement competency

The focus of this unit is for students to assess their own and others' movement competency and identify areas for improvement. They will build on their knowledge of training principles, nutrition and goal setting concepts to enhance their own and others' performance in physical activity.

TECHNOLOGIES

FOOD SCIENCE & TECHNOLOGY GENERAL

Course Description

In this course, students embark on an exciting journey, exploring their interests and honing their skills in the fascinating world of food. Through the design, production, and management of various food-related tasks, they not only develop their knowledge but also apply it in practical situations. They delve into the sensory, physical, chemical, and functional properties of food, gaining a deeper understanding that fuels their creativity. Students stay abreast of the latest innovations in food-related science and technology, as well as the ever-changing landscape of consumer demands. This dynamic environment sparks experimentation with new and emerging foods and can lead to exciting career opportunities in diverse fields such as nutrition, health, food and beverage manufacturing, food processing, community services, hospitality, and retail.

Year 11 - Units 1 and 2

Recommended Prerequisites/Guidance Indicator:

Nil

Further Information: Mrs A Powell

Unit 1: Food Choices and Health

Students investigate balanced diets, the function of nutrients in the body and apply nutrition concepts that promote healthy eating. Students devise food products, interpret and adapt recipes to prepare healthy meals and snacks. Key skills developed during this unit include precision cutting skills, accurate measurement, food processing techniques and safe food handling practices.

Unit 2: Food and Communities

This unit focuses on the supply of staple foods and factors that influence food choices. Students explore food sources and the role of macronutrients and water for health, and nutrition-related health conditions and consider how food and beverage labelling and packaging requirements protect consumers. Students adapt basic recipes and apply the technology process to investigate, devise, and produce food products to achieve specific dietary requirements.

Year 12 - Units 3 and 4

Recommended Prerequisites/Guidance Indicator:

C Grade in Year 11 GENERAL Food Science & Technology Units 1 & 2

Further Information: Mrs A Powell

Unit 3: Food Science

This unit explores the societal, lifestyle and economic issues that influence food choices. Students research the effect of under-consumption and over- consumption of nutrients on health and investigate a range of diet related health conditions that affect individuals and families. Using scientific methods, students examine the functional properties that determine the performance of food and apply these in the planning, preparation and processing of food.

Unit 4: The Undercover Story

This unit focuses on food spoilage and contamination and explores reasons for preserving food. Students investigate food processing techniques and the principles of food preservation. They examine the regulations which determine the way food is packaged, labelled and stored to guide the production and provision of safe food. Students investigate the food supply chain and value-adding techniques applied to food to meet consumer and producer requirements.

WOODWORK: GENERAL MATERIALS DESIGN & TECHNOLOGY

Course Description

This practical course focuses on the exploration and utilisation of wood as the primary material for designing and manufacturing products. Throughout this course, students develop essential skills and knowledge related to designing and working with wood. They learn about the different types of wood, its characteristics and applications. In addition, students will work with other complementary materials like resin and develop a range of skills in manipulation, processing, manufacturing, and organisation. Through the design process, students enhance problem-solving abilities, idea generation, creative design strategies, and effective communication. Possible career paths include cabinet making, building, joinery, teaching, furniture finishing, or carpentry.

Year 11 - Units 1 and 2

Recommended Prerequisites/Guidance Indicator:

Nil

Further Information: Mr R Clark

Unit 1

In this unit, students are introduced to the fundamental principles of design and explore the creation of woodwork items that are tailored to meet specific needs. They communicate their ideas by constructing the designs they have envisioned. Throughout the unit, students gain knowledge about the origins, classifications, properties, and suitability of the wood and other materials they use, making appropriate selections based on the specific design requirements. They develop woodworking skills and techniques, while also gaining experience in planning and managing the production of their design projects.

Unit 2

In this unit, students learn about designing and creating woodwork products that cater to a specific market. They focus on effective communication of their designs and the practical construction of their envisioned products. Throughout the unit, students gain knowledge about the origins, classifications, properties, environmental impacts, and suitability of the woods and other materials they work with, selecting appropriate materials for their designs.

Year 12 - Units 3 and 4

Recommended Prerequisites/Guidance Indicator:

C Grade in GENERAL Woodwork: Materials D&T Units 1 and 2

Further Information: Mr R Clark

Unit 3

Students apply design elements, fundamentals, and human factors to create woodwork projects. They develop creative thinking strategies within specified constraints. They expand their knowledge of material classification, properties, and make informed selections. Students learn manufacturing and production skills aligned with specific materials. Through project planning, management, and execution, they refine process management skills and gain insights into risk management and evaluation processes.

Unit 4

In this unit, students learn about designing for clients, target audiences, or markets. They explore materials, production techniques, and environmental impacts. Through design projects, they apply design elements, fundamentals, and human factors. Students also consider material recycling's environmental implications, practice safety, and learn contemporary manufacturing techniques. Ultimately, they gain skills to effectively manage woodwork design and manufacturing processes.

METALWORK: GENERAL MATERIALS DESIGN & TECHNOLOGY

Course Description

This is a practical course that invites students into the fascinating world of metalwork. Throughout this course, students develop skills and knowledge related to designing and working with metals. They learn about the unique properties and applications of various metals, such as steel and aluminium. Students gain hands-on experience in metal fabrication techniques, including cutting, shaping, and joining metals. They also explore different surface finishing methods to enhance the aesthetic appeal and durability of their metal creations. In addition, students engage in project-based learning, honing their creative thinking abilities and problem-solving skills within the context of metalwork. By the end of the course, they will have acquired practical skills, critical design thinking, and a deep understanding of the processes involved in metalworking. Possible careers include welding, manufacturing, engineering, building and teaching.

Year 11 - Units 1 and 2

Recommended Prerequisites/Guidance Indicator:

Nil

Further Information: Mr M Ayres

Unit 1

In this unit, students are introduced to the fundamental principles of design, exploring and creating metalwork items tailored to meet specific needs. They communicate their ideas by constructing the designs they have envisioned. Students gain knowledge of the origins, classifications, properties, and suitability of the metals and other materials they use, making appropriate selections based on design requirements. They develop metalworking skills/techniques and gain experience in planning and managing the production of design projects.

Unit 2

In this unit, students learn to design and create market-specific metalwork products. They emphasize effective communication of designs and practical construction. They gain knowledge about metal origins, classifications, properties, environmental impacts, and material suitability. Students understand the importance of selecting appropriate materials. They work in a defined environment and acquire skills to safely and effectively use relevant technologies.

Year 12 - Units 3 and 4

Recommended Prerequisites/Guidance Indicator:

C Grade in GENERAL Metalwork: Materials D&T Units 1 and 2

Further Information: Mr M Ayres

Unit 3

In this unit, students apply their understanding of design elements, fundamentals, and human factors to create metalwork projects. They develop creative thinking strategies, work within constraints, and expand knowledge of material classification and properties for informed material selections. Students learn manufacturing techniques aligned with specific materials. Through planning, managing, and executing projects, they refine process management, engage in risk management, and conduct ongoing evaluation to enhance designs.

Unit 4

In this unit, students learn to design for clients, target audiences, or specific markets. They study materials, production techniques, and their environmental impacts. Through design projects, they develop creative thinking strategies and apply design elements, fundamentals, and human factors. Environmental implications of material recycling are considered. Students practice safe working methods and learn about modern manufacturing techniques. Ultimately, they gain skills in effectively managing metalwork design and manufacturing processes.

METALWORK (JEWELLERY): GENERAL MATERIALS DESIGN & TECHNOLOGY

Course Description

In this hands-on course, students explore and use fine metals, including sterling silver, semi-precious metals, and gemstones, with a major emphasis on designing and manufacturing products. Through research, freehand sketching, and 3D computer modelling, students develop jewellery items that align with the chosen materials and reflect the values of the end user. They follow a design process involving devising, refining, producing, and evaluating their products, while documenting each stage of the process. Manufacturing techniques covered include soldering, caching, stone setting, wax modelling, chain making, and polishing. Possible career paths include Jeweller, Silversmith and Craftsperson.

Note: This course can NOT be studied in conjunction with MDT Metalwork.

Year 11 - Units 1 and 2

Recommended Prerequisites/Guidance Indicator:

Nil

Further Information: Mr B Longworth

Unit 1

In this unit, students learn fundamental design principles and create custom metalwork items. They effectively communicate ideas through construction. They gain knowledge about metal origins, classifications, properties, and material suitability, making appropriate selections for design requirements. Students develop metalworking skills, techniques, and experience in project planning and management.

Unit 2

In this unit, students create metalwork products for a specific market. They emphasize effective communication of designs and practical construction. Students gain knowledge about metal origins, classifications, properties, environmental impacts, and material suitability. They understand the importance of material selection for their designs. Additionally, students work in a well-defined environment and acquire skills to safely and effectively use various relevant technologies.

Year 12 - Units 3 and 4

Recommended Prerequisites/Guidance Indicator:

C Grade in GENERAL Metalwork: Materials D&T Units 1 and 2

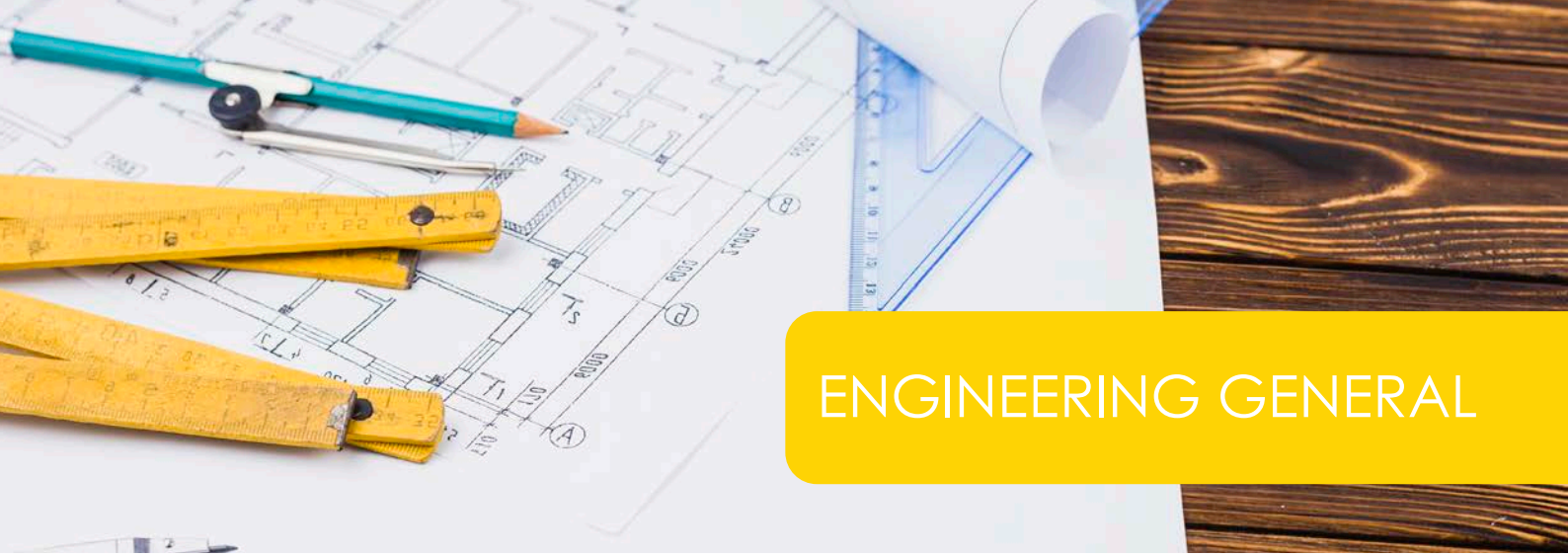
Further Information: Mr B Longworth

Unit 3

In this unit, students apply their understanding of design elements to create fine metalwork projects. They develop creative thinking strategies, work within constraints, and expand their knowledge of material properties for informed material selections. Students learn manufacturing techniques aligned with specific materials. Through planning, managing, and executing projects, they refine process management, gain insights into risk management, and evaluate designs.

Unit 4

In this unit, students learn to design for clients and target specific audiences/markets. They explore material characteristics, properties, and environmental impacts. Through design projects, they develop creative thinking strategies and apply their understanding of design elements. Students consider the environmental implications of material recycling and develop their safe working practices. They acquire knowledge of contemporary manufacturing techniques and gain skills to manage fine metalwork design and manufacturing.



ENGINEERING GENERAL

Course Description

This is a practical course that focuses on solving real-world problems using science and maths. Students will use the engineering design process to research and present information on materials, engineering principles, mechanisms, and design processes. Students then plan, design, manufacture and test their proposed products. The course blends the Mechanical and Mechatronic Engineering, focusing specifically on marine engineering and exploration on the South Coast of Western Australia.

The course aims to prepare students for a future in an increasingly technological world, by providing the foundation for life-long learning about engineering. It is particularly suited to those students who are interested in engineering, design, and technical industries as future careers.

Year 11 - Units 1 and 2

Recommended Prerequisites/Guidance Indicator:

C grade in Year 10 Maths and Science

Further Information: Mr N McBeath

Unit 1 - Engineering design process.

In this unit, you will learn how to effectively interpret design briefs, develop innovative concepts through research and communicate proposed practical solutions in response to real-world problems. The curriculum covers essential engineering theory and specialised knowledge in the field of Mechanical engineering. You will gain hands-on experience in calculating requirements, creating drawings, and compiling lists of materials and components. You will work to a timeline to investigate, plan, design, manufacture and test an electrical generator that can be used to harness either wind, hydro, tidal or wave energy.

Unit 2 - Automation and technical innovation.

In this unit, you will learn the basics of electrical circuits and control systems used in submersible Remote Operated Vehicles (ROVs). You will engage in circuit design and analysis, acquiring practical skills to create basic control systems. Additionally, you will explore essential concepts such as buoyancy, stability, and ballast, which are critical for designing a functional ROV.

Year 12 - Units 3 and 4

Recommended Prerequisites/Guidance Indicator:

C Grade in Engineering Studies GENERAL Units 1 and 2

Further Information: Mr N McBeath

Unit 3 – Engineering project development

In this unit, students continue their research of ROVs and delve deeper into the engineering design process. Through investigating existing products, materials, and components, students will develop a design for ROV, expressing their ideas through annotated sketches and concept drawings. After selecting a suitable concept for production as a prototype, students will finalise their design, document its specifications and develop appropriate orthographic drawings and component lists. They will then cost, manufacture, test, and evaluate their ROV to ensure its quality and effectiveness.

Unit 4 – Engineered products

In this unit, students will enhance their understanding of core and specialised theories to gain insight into the scientific, mathematical, and technical concepts underlying the functionality of ROVs. They will examine the impact of different forms of obsolescence on society, business, and the environment and refine their grasp of the engineering design process by investigating construction constraints, materials, and components. Students will refine their ROV design, ultimately using their design to complete an underwater survey of the deep-water berth at the Port of Albany.

COMPUTER SCIENCE GENERAL

Course Description

In this course, students are introduced to the fundamental principles, concepts, and skills in the field of computing. They develop problem-solving abilities while exploring the essential building blocks of computing. The course covers principles related to computer and information system creation, software development, computer connectivity, data management, database systems development, and the moral and ethical considerations surrounding computer system usage. By providing practical and technical skills, this course equips students to thrive in a technology-driven society, enhancing their employability and facilitating their daily lives. Studying Computer Science at school can lead to career pathways such as software development, data analysis, cybersecurity, systems analysis, web development, AI/machine learning engineering, network administration, IT project management, database administration, and technology consulting.

Year 11 - Units 1 and 2

Recommended Prerequisites/Guidance Indicator:

Nil

Further Information: Mrs A Powell or Mr B Longworth

Unit 1 – Personal use of computer systems

In this unit, students will develop the knowledge and skills necessary to effectively utilise and maintain a personal computer. They will be introduced to a structured approach for developing basic information systems and databases. Additionally, students will explore the social, ethical, and legal considerations associated with personal computer usage, taking into account their individual needs.

Unit 2 – Personal use of communication and information systems

In this unit, students will learn about the formal methodology for developing networks and internet technologies, as well as the process of writing simple instructions. They will also explore the social, ethical, and legal considerations related to software development.

Year 12 - Units 3 and 4

Recommended Prerequisites/Guidance Indicator:

C Grade in GENERAL Computer Science Units 1 and 2

Further Information: Mrs A Powell or Mr B Longworth

Unit 3 – Developing computer-based systems and producing spreadsheet and database solutions

In this unit, students will be introduced to the internal components of computer-based systems within an industry context. They will explore various systems, enhance their spreadsheet and database skills, and develop an understanding of how these concepts and technologies are applied in real-world industries.

Unit 4 – Developing computer-based solutions and communications

In this unit, students will acquire a comprehensive understanding of networking concepts as they relate to real-world applications in various industries. By delving into algorithms, students will foster their programming abilities. Furthermore, they will actively design solutions that delve into the ethical, legal, and societal ramifications associated with industry-focused applications.

CHILDREN, FAMILY AND COMMUNITY GENERAL

Course Description

This course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development. Students engage in shared research, examine goal setting, self-management, decision making, communication and cooperation skills when creating products, services or systems that will assist individuals, families and communities to achieve their needs and wants. Contemporary Australian issues or trends relating to families and communities at the state and national level are examined in practical ways.

Year 11 - Units 1 and 2

Recommended Prerequisites/Guidance Indicator:

Nil

Further Information: Mrs A Powell or Mrs B Downham

Unit 1 – Families and relationships

In this unit, students will explore the roles and relationships within families and communities, considering the influence of growth, development, biology, and environment. They will analyse family responsibilities, address issues arising from interactions, and examine how attitudes and values affect resource allocation. Decision-making, consequences evaluation, and the ability to meet needs will be developed. Students will also design and produce products and services for individuals, families, and communities.

Unit 2 – Our community

This unit explores families, relationships, and community living, considering the influence of biology, environment, lifestyle, and health on growth and development. Students examine individual and community health, protective strategies, group roles and responsibilities, and the impact of attitudes and values on resource management. Through research, communication, and skill application, students create products, services, or systems to meet the needs and wants of individuals, families, and communities.

Year 12 - Units 3 and 4

Recommended Prerequisites/Guidance Indicator:

C Grade in GENERAL Children,

Family and Community Units 1 and 2

Further Information: Mrs A Powell or Mrs P Drew

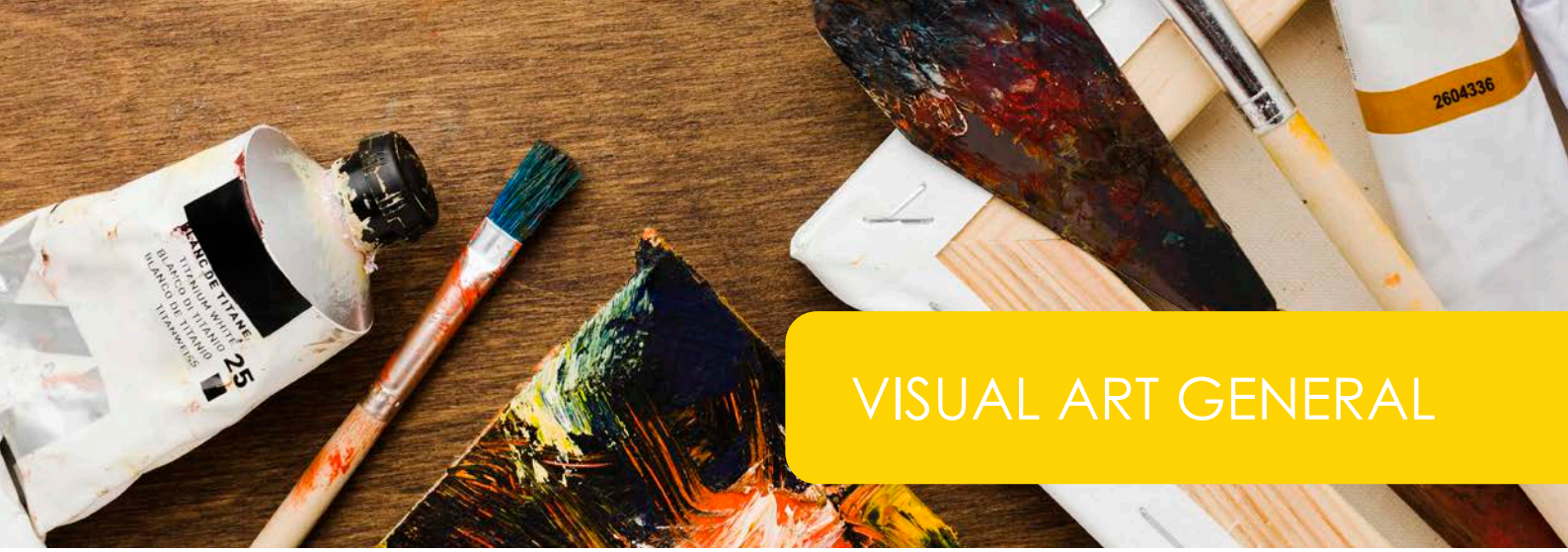
Unit 3 – Building Relationships

In this unit, students explore the principles of development and their connection to different domains and theories. They evaluate products, services, and systems for individuals and families. They examine the diverse and evolving nature of Australian families, acknowledging cultural diversity and addressing issues of inequity and injustice. Students develop self-management and interpersonal skills to strengthen personal relationships and actively engage in society.

Unit 4 – My place in the community

In this unit, students investigate how rapid societal change affects individual development and well-being. They analyze current Australian issues and trends related to families and communities at state and national levels, while also learning about different advocacy approaches. The study of developmental theories and their impact on cognitive development is emphasized. Moreover, students apply self-management and interpersonal skills effectively when evaluating or creating products, processes, services, systems, or environments.

VISUAL AND PERFORMING ARTS



VISUAL ART GENERAL

Course Description

The Visual Arts General course encompasses the practice and theory of art, craft, and design. It provides students with opportunities to express their imagination, develop personal imagery, and engage in the creation and presentation of artworks. Throughout the course, students develop aesthetic understanding and critical awareness, enabling them to appreciate and evaluate art. Emphasizing divergence, uniqueness, and individuality, this course fosters students' confidence in their creative abilities while deepening their understanding of the environment, community, and culture. By engaging in this course, students also develop essential life skills such as motivation, self-esteem, discipline, collaboration, and resilience. Moreover, the course recognizes and encourages enterprise and initiative.

Year 11 - Units 1 and 2

Recommended Prerequisites/Guidance Indicator:

Nil

Further Information: Ms A Totten or Mrs M Daw

Unit 1 - Experiences

In this unit, students create artworks inspired by personal experiences, observations, and significant events. They develop artistic skills and an appreciation for the Visual Arts in their everyday lives, incorporating personal elements into their artwork. The unit provides opportunities for free interpretation and material experimentation.

Unit 2 - Explorations

In this unit, students explore various approaches to art making, by examining the work of other artists. They develop creative ideas using stimulus material from their local environment and employ different approaches, techniques, and processes to create original artworks. Students learn to identify stylistic features in art forms from different times and places, and manipulate art elements to develop, and produce their own artwork. They explore ways to express personal beliefs, opinions, and feelings when developing subject matter for their artworks and experiment with a variety of media and materials across different art forms.

Year 12 - Units 3 and 4

Recommended Prerequisites/Guidance Indicator:

C Grade in GENERAL Visual Art Units 1 and 2

Further Information: Ms A Totten or Mrs M Daw

Unit 3 - Inspirations

In this unit, students draw inspiration from personal experiences, knowledge, and beliefs to create and interpret art. They explore the use of visual language and examine artists' motivations throughout history. Through exploration and experimentation, students develop skills across different art forms and showcase their artwork while reflecting on the creative process.

Unit 4 - Investigations

In this unit, students investigate different artists, art forms, processes, and technologies. They experiment with diverse media and techniques, applying both spontaneous and analytical drawing styles. Students explore the expressive potential of media techniques and further develop their understanding of visual language and apply it to art making and interpretation. Documenting their thinking and refining reflection and decision-making skills, students investigate a variety of artworks/media to enhance their understanding of the creative process. They also learn to apply new analytical and production skills to communicate their ideas.

DESIGN: PHOTOGRAPHY GENERAL

Course Description

The Design: Photography GENERAL course will equip you with the necessary skills and knowledge to create high-quality images for various mediums such as posters, magazines, and websites. Starting from the basic elements of design and photography, you will develop skills and processes applicable to current and future industry demands. Through project-based learning, you will analyse problems, devise innovative strategies, and apply photography skills and techniques to solve design challenges. This course highlights the broad scope of design in trade-based industries, providing opportunities for vocational pathways. Studying photography at school could lead to career pathways such as professional photography, photojournalism, fashion photography, commercial/advertising photography, fine art photography, wedding and event photography, documentary photography, portrait photography, photo editing and retouching, and photography education.

Year 11 - Units 1 and 2

Recommended Prerequisites/Guidance Indicator:

Nil

Further Information: Ms L Wilson

Unit 1 – Design Fundamentals

This unit introduces the design process and practice, with a particular emphasis on photography. Students discover how design can effectively address design problems and communication needs. They gain proficiency in basic design skills and explore a range of techniques specific to photography, demonstrating their command over the elements and principles of design. Throughout the unit, students create and edit digital images using Adobe Photoshop, enhancing their practical skills in the realm of photography.

Unit 2 – Personal Design

This unit focuses on the role of photography in visually expressing students' personality, values, and beliefs through affiliations and the manipulation of personal surroundings. Students engage in a project centred around self-expression, where they explore design elements, principles, and the design process. Throughout the unit, they also develop proficiency in basic production skills, processes, materials, and technologies. Notably, the emphasis lies on honing skills in using Photoshop and other design software, with a strong focus on digital image creation within the realm of photography.

Year 12 - Units 3 and 4

Recommended Prerequisites/Guidance Indicator:

C Grade in GENERAL Design: Photography Units 1 and 2

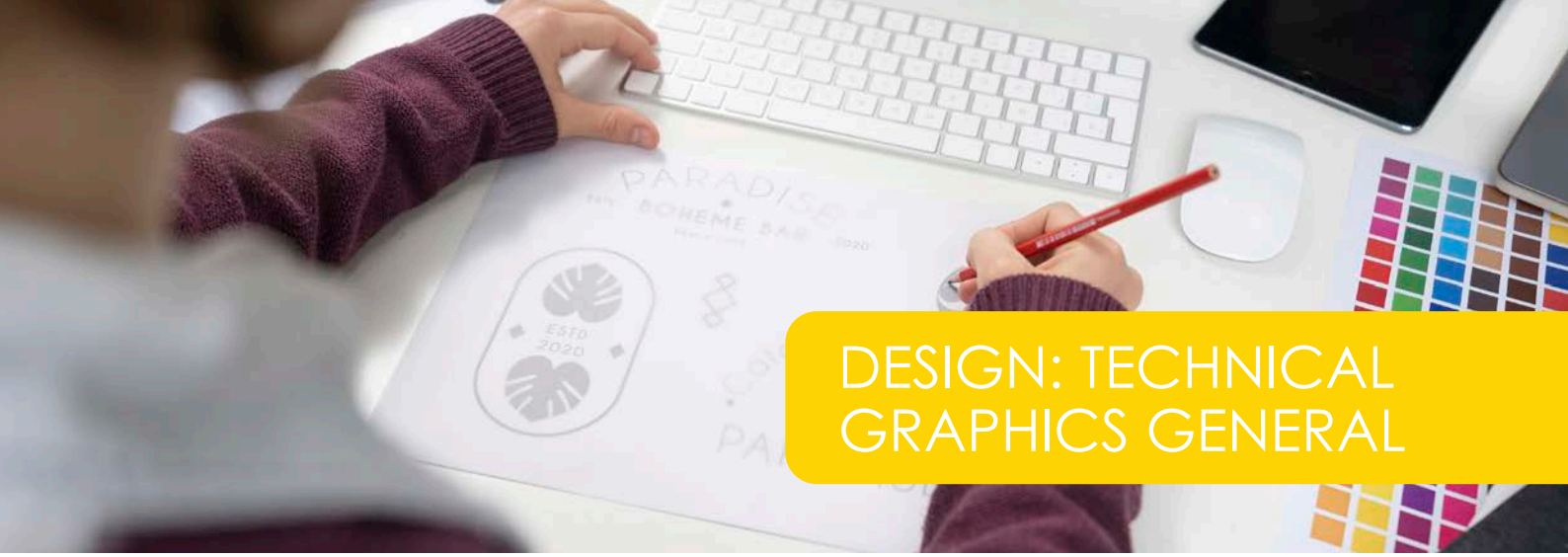
Further Information: Ms L Wilson

Unit 3 – Product Design

This course immerses students in the dynamic commercial world, where consumer products, services, and brands hold sway. They gain insights into the importance of intellectual property and its implications. Students employ their photography skills and techniques within the design process to create diverse products, services, visuals, and layouts, while carefully navigating industry codes and conventions. By applying relevant production skills, processes, materials, and technologies, students prepare themselves to thrive in the ever-evolving design field.

Unit 4 – Cultural Design

In this unit, students explore societal values, attitudes, beliefs, and needs and their transmission through visual communication. Through creating photographic-based designs, students connect with diverse cultures/subcultures while considering ethical representation. They gain a comprehensive understanding of the design process, including codes, conventions, communication strategies, and target audiences. Students also acquire contemporary production skills, materials, and technologies relevant to visual communication.



DESIGN: TECHNICAL GRAPHICS GENERAL

Course Description

This course is for students who like to design for real life scenarios. Architecture and associated building trades, Engineering and Product Design are at its core and provide students with insight into design in these areas. The course equips students with essential skills in freehand sketching, instrument drawing, and computer-aided drawing, utilising software like AutoCAD, Inventor, and Revit. Students will have the opportunity to bring their designs to life using a 3D printer, creating prototypes and models. The skills and processes acquired in this course are valuable for current and future industry and employment markets, including design/drafting, engineering, manufacturing, and architecture. The course has no prerequisites, however good computer literacy is an advantage. It is a recommended Course for students taking Woodwork: Materials Design and Technology.

Year 11 - Units 1 and 2

Recommended Prerequisites/Guidance Indicator:

Nil

Further Information: Mr B Longworth

Unit 1 – Design Fundamentals

This unit introduces the design process and practice, with a particular emphasis on technical graphics. Students discover how design can effectively address design problems and communication needs. They gain proficiency in basic design skills and explore a range of techniques specific to photography, demonstrating their command over the elements and principles of design. Throughout the unit, students create and edit digital images using Adobe Photoshop, enhancing their practical skills in the realm of photography.

Unit 2 – Personal Design

This unit focuses on the role of Technical Graphics in visually expressing students' personality, values, and beliefs through their affiliations and the manipulation of personal surroundings. Students engage in a project centred around self-expression, where they explore design elements, principles, and the design process. Throughout the unit, they also develop proficiency in basic production skills, processes, materials, and technologies. Notably, the emphasis lies on honing skills in using various design software platforms.

Year 12 - Units 3 and 4

Recommended Prerequisites/Guidance Indicator:

C Grade in GENERAL Design: Technical Graphics Units 1 and 2

Further Information: Mr B Longworth

Unit 3 – Product Design

This course immerses students in the dynamic commercial world, where consumer products, services, and brands hold sway. They gain insights into the importance of intellectual property and its implications. Students employ their photography skills and techniques within the design process to create diverse products, services, visuals, and layouts, while carefully navigating industry codes and conventions. By applying relevant production skills, processes, materials, and technologies, students prepare themselves to thrive in the ever-evolving design field.

Unit 4 – Cultural Design

In this unit, students explore diverse societal values, attitudes, beliefs, and needs, and how they are communicated visually. Through creating photographic-based designs, students connect with different cultures or subcultures while considering ethical representation. They develop a comprehensive understanding of the design process, including codes, conventions, communication strategies, and target audiences. Students also acquire contemporary production skills, processes, materials, and technologies relevant to visual communication.

CERTIFICATE COURSES

CERTIFICATE II IN WORKPLACE SKILLS

Course Description - Course Code: BSB20120

The Certificate II in Workplace Skills is a nationally accredited qualification that prepares students for entry-level positions across a diverse range of businesses and services. The program equips students with the most common and transferable skills and knowledge required of almost any workplace, with a specific focus on business administration.

VET courses are competency based and students will be assessed on the elements required in each unit. Students will need to demonstrate that they are competent against the standards that have been developed by industry for satisfactory performance in the workplace for all units of competency. Upon satisfactory completion of all units of this course, a student may attain a national qualification.

This course covers the following topics in 10 units of competency:

- Planning and preparation
- Prioritisation and time management
- Teamwork and workplace etiquette
- Effective work habits
- Fundamental business technologies
- Basic presentation skills
- Basic digital technologies

The types of jobs that this course might prepare you for include:

- Office Assistant
- Personal Assistant
- Receptionist
- Administration Assistant
- Clerical Worker

Delivery Period: One year - available in Year 11 or 12
Recommended Prerequisites/Guidance Indicator: Nil
Further Information: Ms N Newton or www.ivetinstitute.com.au

On successful completion, this Certificate will contribute 4 unit equivalents to WACE.
This course is offered in partnership with IVET. RTO: 40548.

CERTIFICATE III IN BUSINESS

Course Description - Course Code: BSB30120

The Certificate III in Business is designed to provide you with the practical skills required to gain employment in a modern business organisation in a broad range of business and clerical occupations. This nationally accredited training qualification will provide you with the practical skills and knowledge to undertake a range of administrative tasks in an office environment, including customer service, computing, accounts and record keeping. You will also learn to produce business documents and create and use databases and spreadsheets.

VET courses are competency based and students will be assessed on the elements required in each unit. Students will need to demonstrate that they are competent against the standards that have been developed by industry for satisfactory performance in the workplace for all units of competency. Upon satisfactory completion of all units of this course, a student may attain a national qualification.

Some job opportunities might include Payable Clerk, Payroll Clerk, Computer Operator, Bookkeeper, Trainee Accountant, Word Processor and General Clerical Assistant, Customer Service Officer and Accounts Clerk.

This course covers 13 units of competency with some units being Credit Transferred from BSB20120.

Delivery Period: One year - available in Year 12 only, after completion of BSB20120.
Prerequisite: Certificate II in Workplace Skills, BSB20120
Further Information: Ms N Newton or www.ivetinstitute.com.au

On successful completion, this Certificate will contribute 6 unit equivalents to WACE.
This course is offered in partnership with IVET. RTO number 40548.

CERTIFICATE II IN VISUAL ART

Course Description - Course Code: CUA20720

The Certificate II in Visual Arts is a nationally accredited qualification designed for aspiring artists seeking to explore their creativity and develop foundational skills in visual arts. This course provides students with the opportunity to work with various art forms and media, fostering a deeper understanding and appreciation of visual arts.

VET courses are competency-based, and students will be assessed on the elements required in each unit. Students will need to demonstrate their competency against industry standards for satisfactory performance in the visual arts field. Upon satisfactory completion of all units, students will receive a national qualification.

This course covers the following topics in 9 units of competency:

- Basic drawing techniques
- Introduction to painting
- Exploring sculpture
- Fundamentals of printmaking
- Digital art basics
- Safe art practices
- Presentation and exhibition skills
- Creative project development

The types of opportunities this course might prepare you for include:

- Studio Assistant
- Gallery Assistant
- Freelance Artist
- Community Arts Worker
- Art Retail Worker

Delivery Period: Two years – across Year 11 and 12
Recommended Prerequisites/Guidance Indicator: Nil
Further Information: Ms N Newton or www.cosamp.edu.au/qualifications/

On successful completion, this Certificate will contribute 4 unit equivalents to WACE.
This course is offered in partnership with COSAMP. RTO: 41549.

COSAMP
a readcloudVET RTO

CERTIFICATE II IN MUSIC

Course Description - Course Code: CUA20620

The Certificate II in Music prepares students to perform a range of tasks in the music industry, using practical elements and fundamental operational knowledge in environments that require foundational skills in music performance, music making or composition, sound production or music business.

The program is suited to students with an interest in music who are keen to develop their skills as a musician or producer with the aim to perform, use music technology and be involved with live music events.

Career and pathways opportunities may lead to roles such as:

- studio assistant
- performer or session musician
- entry-level producer
- stage-hand
- songwriter
- road crew member

This qualification is comprised of 8 units of competency and is delivered over 2 years.

Delivery Period: Two years – across Year 11 and 12
Recommended Prerequisites/Guidance Indicator: Some experience in music is encouraged.
Further Information: Ms N Newton, Mr Arnold or www.cosamp.edu.au/qualifications/

On successful completion, this Certificate will contribute 4 unit equivalents to WACE.
This course is offered in partnership with COSAMP. RTO: 41549.

VET courses are competency based and students will be assessed on the elements required in each unit. Students will need to demonstrate that they are competent against the standards that have been developed by industry for satisfactory performance in the workplace for all units of competency. Upon satisfactory completion of all units of this course, a student may attain a national qualification.

COSAMP
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CERTIFICATE III IN SPORT, AQUATICS AND RECREATION

Course Description - Course Code: SIS30122

Through the Certificate III in Sport, Aquatics and Recreation, students thoroughly develop the skills and knowledge to deliver sport and recreation services. Students who complete this program develop the ability to work independently in the industry, using their judgement to effectively complete work activities. Selected units in IVET's Certificate III program cover various key areas within the industry, including recreation session delivery, coaching, technology, officiating, and working with diverse people. The skills and knowledge developed by completing these units provide students with a strong foundation for whichever direction they take in the industry.

VET courses are competency based and students will be assessed on the elements required in each unit. Students will need to demonstrate that they are competent against the standards that have been developed by industry for satisfactory performance in the workplace for all units of competency. Upon satisfactory completion of all units of this course, a student may attain a national qualification.

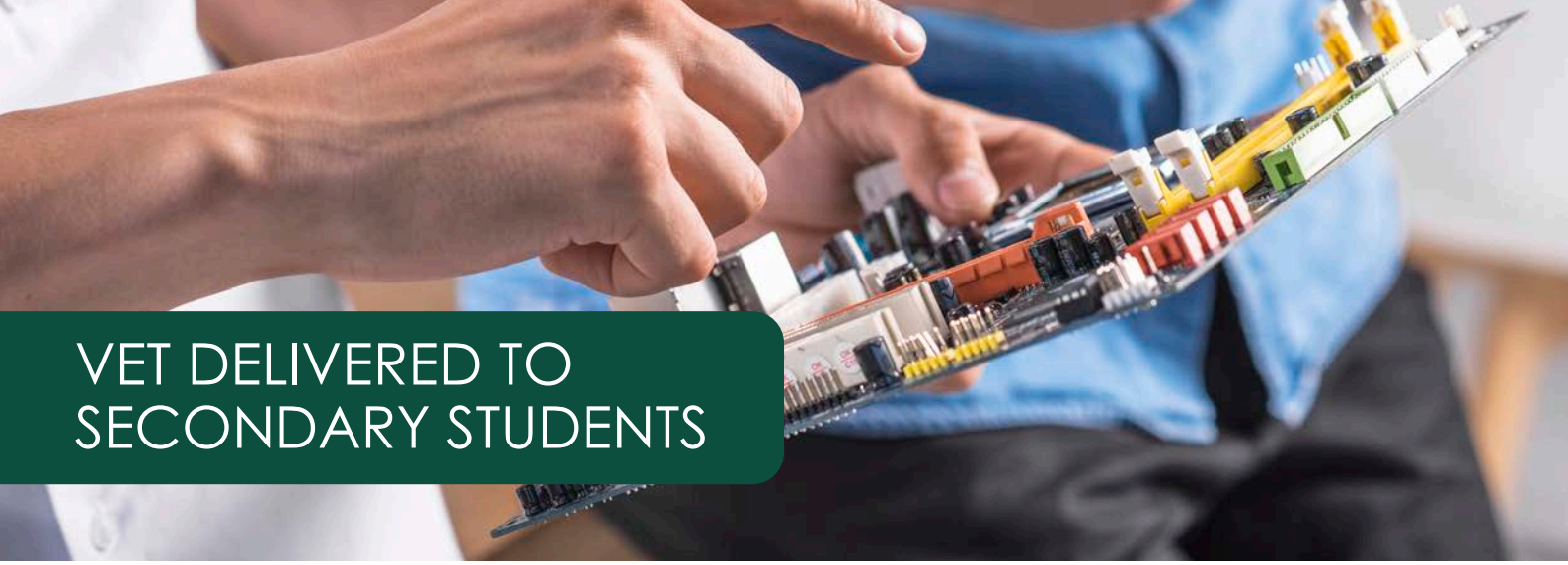
Some job opportunities might include:

- Recreation officer
- Activity operation officer
- Sport and recreation attendant
- Community activities officer
- Leisure services officer

This course covers 15 units of competency delivered over 2 years.

Delivery Period: Two years – across Year 11 and 12
Recommended Prerequisites/Guidance Indicator: Nil
Further Information: Ms N Newton or www.ivetinstitute.com.au

On successful completion, this Certificate will contribute 6 unit equivalents to WACE.
This course is offered in partnership with IVET. RTO number 40548.



VET DELIVERED TO SECONDARY STUDENTS

Course Description

What is VETDSS?

VETdSS is a program delivered to school students as part of the Western Australian Certificate of Education (WACE). VETdSS courses are specifically chosen to provide students with clear career pathways after high school. VETdSS courses give students practical skills and an understanding of what to expect from the workplace and, once completed, may provide credits towards other nationally recognised qualifications, or lead to employment. South Regional TAFE (SRTAFE) offers a range of courses and pre-apprenticeships as part of our VETdSS program.

Eligibility

SRTAFE offers VETdSS courses to all secondary school students throughout the Great Southern region.
To be eligible to apply you must be:

- Completing Year 11 or 12 in 2023.
- An Australian Citizen, Permanent Resident or temporary resident

Why choose VETDSS?

Gain a nationally accredited VET qualification and units of competency while completing your WACE. Develop practical, industry-specific employability skills. Gain an understanding of the world of work and valuable experience to help you plan and pursue your career pathways. Attend Albany SR TAFE campus one or two days per week to complete your course, while participating in your normal school program on the other days.

Fees and Charges

Secondary school students undertaking VETdSS courses at SR TAFE are exempt from tuition and enrolment fees. However, depending on the chosen course students may be required to purchase a uniform, protective equipment, textbooks or trade equipment/tools.

Application Process

Students who identify a VETdSS course they wish to apply for in their course counselling, will be supported to complete an online application. Some VETdSS courses can be competitive so it is important that students consider ways they can make their application stronger, by gathering written references from employers and copies of certificates or achievement awards that they could upload to their application.

SR TAFE VETdSS applications open in Term 3, Week 2 through to Week 4.
Further Information: Ms N Newton or https://www.southregionaltafe.wa.edu.au/study-us/vet-delivered-secondary-students

VETDSS CONTINUED

Courses offered by Southern Regional TAFE (on second page)

52893WA - Certificate II in Building and Construction (Pathway - Trades)
AUR20520 Certificate II in Automotive Servicing Technology
UEE22020 Certificate II in Electrotechnology
52913WA Certificate II in Engineering Foundations
52887WA Certificate II in Plumbing (Plumbing Pre-Apprenticeship)
AHC21020 - Certificate II in Conservation and Ecosystem Management
MST20722 Certificate II in Apparel, Fashion and Textiles
CHC22015 - Certificate II in Community Services
CHC30121 Certificate III in Early Childhood Education and Care
CHC30221 Certificate III in School Based Education Support
RII21222 - Certificate II in Autonomous Workplace Operations
52893WA Certificate II in Building and Construction
SIS30321 Certificate III in Fitness
HLT23221 - Certificate II in Health Support Services
52895WA Certificate IV in Preparation for Health and Nursing Studies
SHB20121 Certificate II in Retail Cosmetics
SHB20216 Certificate II in Salon Assistant
SIT20322 - Certificate II in Hospitality
SIT20421 Certificate II in Cookery
SIT20122 - Certificate II in Tourism

Course offered by Industry Training and Workforce Services (RTO: 51655)

AUR20520-AC33 Certificate II in Automotive Servicing Technology (Automotive Pre-apprenticeship)

Course offered by Australian Medical Association Training Services (RTO: 2010)

52890WA Certificate II in Community Health and Wellbeing (Pre-traineeship)

Other VET Options

There are also several Registered Training Organisations that offer online qualifications which students at ASHS can access if this supports their pathway. This can be discussed and arranged with the VET Coordinator on an individual needs basis. These arrangements are generally full fee courses, where the student's family will incur the course costs.

School based traineeships and apprenticeships are arranged through partnerships with host employers, group training organisations, individual students and their family. Students can apply for advertised positions or, if an employer offers a school-based apprenticeship or traineeship, arrange it through the ASHS Career Centre. There is no cost for families in arranging traineeships or apprenticeships.

ENDORSED PROGRAMS

WORKPLACE LEARNING

Course Description

Workplace Learning is a Schools Curriculum and Standards Authority developed endorsed program.

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 Workplace Learning Logbook provided.

The student must also provide evidence of his/her knowledge and understanding of the workplace skills by completing the Workplace Learning Skills Journal after each 55 hours completed in the workplace. Unit equivalence is allocated on a basis of 1 unit equivalent for each 55 hours completed in the workplace, to a maximum of 4 units.

Students who complete Workplace Learning will be prepared with skills that will enable them to make decisions about work, learning and life.

The course will greatly assist students applying for apprenticeships, TAFE or employment.

Time off campus: One day a week in the workplace
Recommended Prerequisites/Guidance Indicator: Nil
Further Information: Ms N Newton and Ms E Matson in the Careers Centre

CURTIN UNIREADY

Course Description

Curtin UniReady is endorsed by the Schools Curriculum and Standards Authority as a provider-developed program. UniReady is comprised of 4 units; 2 core and 2 elective units. Students must successfully pass all 4 units in order to achieve a nominal ATAR of 70 and direct entry to Curtin University courses requiring a 70 ATAR. If students wish to apply to a university other than Curtin, they are encouraged to check that the university accepts Curtin UniReady as an alternative entry option.

Across the 4 units delivered, students will develop their skills in:

- academic writing and integrity
- understanding and applying discipline knowledge
- listening, speaking, reading, writing and note-taking through specific discipline content
- locating, extracting and critically appraising relevant evidence
- oral presentations and writing skills appropriate to university entry level
- using electronic resources to effectively collect and collate information and to communicate effectively online
- considering issues from a variety of perspectives within their discipline
- developing critical appreciation of the major perspectives from which human behaviour, attitudes, thoughts, interactions, literature, language, society, culture and communications are presented and interpreted
- applying independent learning and self-management strategies to future undergraduate study

Core Unit: Fundamentals of Academic Writing
Core Unit: Foundations of Communication

Elective Unit: Introduction to Humanities
Elective Unit: Introduction to Health Sciences
Elective Unit: Applying Mathematics
Elective Unit: Introduction to Commerce

Course Delivery: 1 or 2 years

Recommended Prerequisites/Guidance Indicator:

B Grade in Year 10 English

C Grade in Year 10 Mathematics

Achieved OLNA

Recommended Complementary Course Selections:

ATAR Maths Applications and ATAR English

Students enrolling in UniReady must also complete at least one Year 12 ATAR course to be eligible for WACE.

Further Information: Ms N Goodwin, Career practitioner or

https://www.curtin.edu.au/study/applying/pathways/uniready-enabling-program/

SIDE

THE GIRL THEY LEFT BEHIND
FRAGMENTS
PARTIALS
CRASH
JUMP
FAIL
BEAST
FING
SLIME
BANANA
CHRIS WOOD

SIDE

Course Description

In today's online world, where the classroom can be wherever an internet connection is available, students at Albany Senior High School (ASHS) are able to access additional courses through the School of Isolated and Distance Education (SIDE) which operates as the online education arm of the Department of Education.

Where a student has a clear desired pathway which includes one of the subjects above which is not currently available at Albany Senior High School and the student has a proven record of commitment to their studies and maturity in terms of responsibility and self-motivation, they may, in consultation with the Associate Principal and their parents, consider subject offerings available from SIDE.

Want to find out more?

If you are interested in enrolling at SIDE or if you have any questions, please visit the SIDE website:
https://www.side.wa.edu.au/

For further information, contact:

Mr J Grundy, Associate Principal at Albany Senior High School:
Jeffrey.grundy@education.wa.edu.au
Ms M McKeague, Independent Learning Coordinator at Albany Senior High School:
meggie.mckeague@education.wa.edu.au


ARTS