



Kalamunda Senior High School  
*An Independent Public School*

# CHOICES 2025

Senior School Course Selection Guide

*Learning - Respect - Resilience - Pride - Community*

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## Welcome

This last phase of your compulsory schooling is an exciting time in your education. Year 11 and 12 are the years during which you will prepare for your future beyond school while you continue to build on the learning experiences of your primary and lower secondary education.

You will find that your studies and experiences in Year 11 and 12 are different from the earlier years. Some of the differences include the range of course choices available, smaller class sizes, the closer relationships with teachers and the responsibilities of being a senior student at Kalamunda Senior High School.

The purpose of this guide is to provide you with information on the next 2 years of school education at Kalamunda SHS.

We would like to welcome you to Year 11 and 12 and pass to you the best wishes of the school community for an enjoyable and successful completion of your secondary education.

**Mrs Helen Deacon**  
**Principal**

## Introduction

The diversity of courses at Kalamunda Senior High School offers opportunities for young adults preparing for a range of post-secondary pathways, including further education, training or employment. In the senior school there is a strong focus on maintaining and enhancing our ethos to meet the needs of young adults.

Studying at the senior level means that students are expected to take greater responsibility for their decisions. Additionally, students are required to be more self-directed in their study and organisation.

This guide contains information to help students decide which courses to study in Years 11 and 12. The options are many and the need for discussions with parents, teachers, counsellors, and others is very important. Students and parents are advised to make themselves familiar with the contents of this course selection guide in addition to all other information available to them.

Parents are an important part of this process as they provide the biggest single influence in a student's choice of direction. Students will be looking for guidance and support in making informed choices and parents are asked to be active participants in information sessions, counselling, and interviews.

## School Leaving Age

Students must be enrolled in and attend school until the end of the year in which they reach the age of 17 and 6 months or on reaching the age of 18, whichever happens first.

This means that students must engage in one of the following options:

- Full-time schooling
- Full-time enrolment in a training institution, e.g. State Training Providers (TAFE) or private registered training organisation (RTO)
- An apprenticeship or traineeship
- A gazetted course provided by a community-based provider
- Full-time approved employment.

In most cases, if a student is NOT returning for Year 11 or Year 12, or wishes to leave mid-year to engage in one of the above options, they must:

- Provide details of the new arrangement (including nature of arrangement (e.g. apprenticeship, employment, training), name of employer/provider, last date of attendance at school and start date of new arrangement)
- Complete a Notice of Arrangements (NOA) form – available from the front office or <https://www.education.wa.edu.au/alternatives-to-full-time-schooling>. NOAs should be submitted online or returned to the school within 14 days by hand or email to [kalamunda.shs@education.wa.edu.au](mailto:kalamunda.shs@education.wa.edu.au)
- Arrange a meeting with the Deputy Principal (Student Achievement) through the front office.

## School Charges

### Contributions and Charges

For most courses in Year 11 and 12, textbooks are required in addition to the course charges. Books are available from Campion Education either online or by visiting in person. Booklists and course charges are sent to families at the end of each year for the following year.

**Estimated** course costs are listed under the Course Unit Descriptions in this Choices book so that parents understand the financial commitment for each course.

In Years 11 and 12 all course charges are compulsory. There are additional compulsory charges for:

- (a) certain optional activities such as excursions, camps, etc. for which there is a cost
- (b) other optional school-based activities which address broad learning outcomes and for which there is a cost (e.g. events such as graduation dinners or school balls, etc.)

Participation in optional activities (b) is voluntary, but a compulsory charge is payable if the student chooses to participate.

If you require assistance or advice on these charges, please contact the school's Manager Corporate Services.

### Financial Assistance

The Secondary Assistance Scheme is available to parents of secondary students who hold Centrelink Family Health Care or Pensioner Concession Cards or Veterans' Affairs Pensioner Concession Cards. The scheme includes the Clothing Allowance (\$115 paid to school or parent) and Educational Program Allowance (\$235 paid directly to the school).

If you think you are eligible for the Secondary Assistance Scheme, please apply through the school before the end of Term 1.

Students in receipt of ABSTUDY are eligible for the ABSTUDY Supplement Allowance.

#### Eligibility

The Secondary Assistance Scheme is available to students up to and including the year in which they turn 18, and only if they have a parent who is a holder of one of the cards listed below:

- Centrelink Pensioner Concession Card
- Centrelink Health Care Card (Family card only – not for a specific child for medical purposes, viz: "CDA" type [Child Disability Allowance])
- Department of Veterans' Affairs Pensioner Concession Card

TPI and Gold Cards are not eligible.

A Youth Allowance is available for eligible students through [Centrelink](#) when they turn 16 – generally this is in Year 11.

## School Curriculum and Standards Authority

The School Curriculum and Standards Authority is the government body in WA responsible for all courses, statements of results, external exams, and the WACE. By achieving the WACE, you demonstrate to potential employers, training organisations or tertiary institutions that your work during Years 11 and 12 has been completed to a certain standard.

The School Curriculum and Standards Authority will issue the following documents for students at the completion of Year 12:

- A **Statement of Results** will be issued to all students who complete at least one course unit, endorsed program or VET unit of competency. (WASSA - WA Statement of Student Achievement)
- The **Western Australian Certificate of Education** (WACE) will be issued to all students who meet the specified requirements
- A **WACE report** is issued to students who sit a WACE exam in that course (ATAR courses only).

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

The Western Australian Certificate of Education is awarded to students who satisfy certain requirements. Generally, students will complete 2 years of senior secondary study, although the School Curriculum and Standards Authority's provisions enable students to meet the WACE requirements over a lifetime.

# The course selection process

## Information evenings

- Designed to give a general overview of the Western Australian Certificate of Education (WACE), university and State Training Providers (TAFE) entry, work place learning and vocational education and training opportunities

## Making selections

- Students access this Senior School Course Selection Guide to view information on courses offered
- Students are given access to Subject Selection Online (SSO) to choose 6 preferences (and 2 reserve preferences)
- The school creates a 'best fit' grid
- Where a course cannot run due to low numbers, or if unviable, one of the 2 reserves will be assigned
- Appointments are made mid-Term 3 for students and their parent/s to meet with a counsellor where:
  - course selections will be confirmed
  - courses can be amended where preferred choice is not viable (due to insufficient numbers, clashes etc)

## Year 11 Selections

- Most students enrolling in Year 11 in 2025 will aim to graduate at the end of 2026, being awarded a WACE if they complete 2 full years of study at school and meet WACE requirements. Some students may choose to gain full time entry into TAFE or employment at any time during 2025 or 2026, and would hence not be eligible to receive a WACE (see *School Leaving Age* p4)

## Selecting courses

- Students study 6 courses (paired units in Year 11) and 6 (year-long) in Year 12
- Students must meet the minimum entrance requirements
  - Students at risk of not passing a course in Year 11 or 12 will be encouraged to choose a more suitable pathway
- Choose a pathway that you will continue to study for 2 years
- Read the detailed course descriptions contained in this guide
- Consider your interests and abilities and your career aspirations - use the VISA test:
  - **Value**
    - what is important to you?
  - **Interests**
    - what do you enjoy and do well, hobbies, interests, past courses
  - **Skills**
    - whether you have the special skills needed to do a particular job, or can develop them
  - **Abilities**
    - your strengths and weaknesses
    - your school results
- Refer to *University Admissions 2026 - Requirements for School Leavers* for unacceptable course combinations or pre-requisites for university pathways for ATAR courses.

## Your commitment

- You are making a commitment to attend and participate fully for 2 years
- You also need to consider the type of commitment you are able to give out of school hours for:
  - assignments
  - revision and research
  - exam and practical study
  - handing your work in on time

## Course changes

- Are discouraged and are usually only considered if the program of study is too difficult
- Can be avoided by:
  - choosing appropriate courses
  - discussing problems with your teacher and parents
  - working harder; handing all work in on time, seeking extra help
  - attending 100% of classes
- If you realise you are not in an appropriate course you should arrange to meet with the Deputy Principal (Student Achievement) as soon as possible



## Types of courses

### WACE courses - ATAR

- It is recommended that students aiming for university entrance study a minimum of 4, and preferably 5 ATAR courses in Year 11
- For ATAR courses studied in Year 12 students will receive a grade based on 50% of the school mark and 50% of the external examination mark
- Examined externally (in Year 12) for the purpose of university entrance
- Examinations covering the Year 12 syllabus are held in November each year.

### WACE courses - General and Foundation

- Students who have demonstrated a majority of their Year 10 achievements at C grade or lower will usually enrol in a General or VET pathway. All students will remain in 6 courses or course equivalents for Year 11
- Do not contribute to direct university entrance eligibility but do provide entry pathways to TAFE, further training or employment
- have an external assessment (EST) as part of a systems-wide moderation process
- Students who have not achieved the OLNA in Year 10 for Literacy and/or Numeracy will be enrolled in Foundations English and/or Mathematics courses
- Foundation courses provide a focus on functional literacy and numeracy skills.

### Vocational Education and Training - certificate courses

- Governed by the Australian Skills Quality Authority (ASQA)
- Do not lead to direct university entrance but are an advantage when applying for TAFE entrance and other training pathways, or for apprenticeships and traineeships
- In 2025, Kalamunda SHS will offer AQF certificate courses under auspice arrangements with a range of Registered Training Organisations (RTOs) for the following qualifications:
  - Certificate II Applied Digital Technologies
  - Certificate II Conservation and Ecosystem Management
  - Certificate II Hospitality
  - Certificate II Outdoor Recreation
  - Certificate II Sport Coaching
  - Certificate II Tourism
  - Certificate II Workplace Skills
  - Certificate III Applied Languages
  - Certificate III Music
- Units of Competence and/or certificates I - III are awarded after the full completion of the course. A Certificate II would be credited with 2 C equivalents in Year 11 and two in Year 12
- A maximum of 8 C equivalents can be used towards WACE achievement

## Endorsed Programs

- Are usually externally studied but can count toward WACE
- Address areas of learning not covered by WACE or VET courses
- Can be delivered in a variety of different settings
- Examples include Australian Army Cadets, Work Place Learning and Australian Guild of Music Education
- Workplace Learning is offered under this category at KSHS.

## Further information

- *School Standards and Curriculum Authority Website*

## LIST A and LIST B Courses offered for Year 11 and 12 2025

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

LIST A		LIST B	
CAE	Career and Enterprise	AIT	Applied Information Technology
CFC	Children, Family and Community	BLY	Biological Sciences
DAN	Dance	CHE	Chemistry
DRA	Drama	DES	Design
ECO	Economics	FST	Food Science and Technology
ENG	English	HBY	Human Biological Science
ELD	English as an additional language	ISC	Science in Practice
GEO	Geography	MDT	Materials, Design & Technology
HEA	Health Studies	MAA	Mathematics Applications
LIT	Literature	MAE	Mathematics Essentials
MPA	Media Production and Analysis	MAT	Mathematics Foundations
HIM	Modern History	MAM	Mathematics Methods
PAL	Politics and Law	MAS	Mathematics Specialist
VAR	Visual Arts	OED	Outdoor Education
		PSY	Psychology
		PES	Physical Education Studies
		PHY	Physics
		SIP	Science in Practice

It is very important when selecting a course that attention is paid to **minimum entry requirements**.

It may not be possible to timetable courses if they are chosen by a very small number of students.

## Ensuring your success

Pre-requisite grades, ABE expectations and NAPLAN scores for ATAR courses

Minimum Entrance Requirements for each course are included below and in each of the course descriptions. These are stated to help you choose appropriate courses in which you should succeed – provided you work hard.

**The following grades should have been achieved, along with Pre-qualified rating for OLNA due to Year 9 NAPLAN. ABE's need to show consistently for; Is well organised and prepared for learning, Actively participates in learning and Meets deadlines.**

ATAR Course	Prerequisite Grade from Year 10 subjects	Prerequisite subject/s
Biology	A or B	Year 10 Science (Biology strand)
Chemistry	A	Year 10 Science (Chemistry strand) and Mathematics
EALD (English as an Additional Language or Dialect)	C	Year 10 English and is EALD eligible
Economics	A or B	Year 10 Humanities
English	A or B	Year 10 English
Geography	A or B	Year 10 Humanities
Health Studies	A or B	Year 10 Health Education or English
Human Biology	A or B	Year 10 Science (Biology strand)
Literature	A	Year 10 English
Mathematics - Applications	A or B	Year 10 Mathematics
Mathematics - Methods	A or B	Year 10AE Mathematics class – pathway grade
Mathematics Specialist	A	Year 10AE Mathematics class – pathway grade
Modern History	A or B	Year 10 Humanities
Outdoor Education	A or B	Year 10 English or Outdoor Adventure Program
Physics	A	Year 10 Science (Chemistry strand) and Mathematics. Year 10AE Mathematics class desirable
Politics and Law	A or B	Year 10 Humanities
Psychology	A or B	Year 10 English, Mathematics, Humanities and Science
Visual Arts	A or B	Year 10 English or GAT or Art

## WACE requirements 2025

### General requirements

- Demonstrate a minimum standard of literacy (reading and writing) and a minimum standard of numeracy
- Complete a minimum of 20 units, or equivalents
- Complete:
  - at least 4 Year 12 ATAR courses\* **OR**
  - at least 5 Year 12 General courses and/or ATAR courses or equivalent **OR**
  - a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses
  
- \* In the context of ATAR courses in the WACE, the term 'complete' requires a student to sit the ATAR course examination or have an approved sickness/misadventure application for not sitting the examination in that course
- For ATAR courses with practical components, students must complete both the written and practical examinations.

### Literacy and numeracy standard

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

### Breadth and depth

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

## Unit Equivalents

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

For VET qualifications:

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

## Successful WACE Achievement

- You must achieve at least 14 C grades or higher (or equivalents) in Year 11 and Year 12 units, including at least 6 C grades (or equivalents) in Year 12 units.
- We want all students to be undertaking the most challenging courses that they are capable of completing, and we will continue to ensure our senior secondary programs provide students with the best possible preparation for life beyond school.
- In order for students to make a successful transition from Year 11 to Year 12, they must be able to achieve a WACE at the end of Year 12.
- The Deputy Principal (Student Achievement) or the Program Coordinator Student Services (Year 11 and 12) will meet with students who are not on track to review their courses for Year 12.
- Parents and students are advised to check the School Curriculum and Standards Authority website, for detailed and up to date information on the requirements for the achievement of the WACE. Alternatively, contact the School Curriculum and Standards Authority on 9273 6300.

# University Entrance Requirements

To be considered for university admission, a school leaver WACE applicant should have:

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

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

For detailed information about university admission requirements, students and parents should refer to the appropriate *Admission Requirements for School Leavers* on the Tertiary Institution Service Centre (TISC) [website](#).

**Note:**

Students in Year 11 in 2025 should refer to the **2026 Admission Requirements for School Leavers** on the TISC website.

Students may also make contact directly with the universities for information on courses and admission requirements. University websites have specific sections for prospective/future students, parents, and guardians and even sections for Year 10 students!

**Curtin University of Technology**

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

Prospective Students Services  
Phone: (08) 9266 2710 / 9266 2662  
Email: [undergrad@curtin.edu.au](mailto:undergrad@curtin.edu.au)

**Edith Cowan University**

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

Student Recruitment  
Phone: (08) 6304 6304  
Email: [admissions@ecu.edu.au](mailto:admissions@ecu.edu.au)

**Murdoch University**

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

Prospective Students and Admissions  
Centre  
Phone: 1300 Murdoch

**The University of Western Australia**

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

UWA Admissions Centre  
Phone: (08) 6488 1226

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

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

Phone: (08) 9433 0555

## TAFEWA entrance requirements



**North  
Metropolitan**

**RTO provider number 52786**

**CRICOS code 00020G**



**South  
Metropolitan**

**RTO provider number 52787**

**CRICOS code 00020G**

Entry to full time study at TAFEWA can be achieved in several ways depending on an individual's circumstances. The requirements, and how these can be met, are outlined in the [TAFE admissions guide](#).

Entrance requirements apply to **non-competitive** courses, which attract lower numbers of applications. Applicants need to demonstrate minimum literacy and numeracy skills or AQF qualification levels.

	<b>School leaver</b>	<b>AQF**</b>
Certificate I	Nil	Nil
Certificate II	OLNA or NAPLAN 9 Band 8	Certificate I or Certificate II
Certificate III	OLNA or NAPLAN 9 Band 8	Certificate I or Certificate II
Certificate IV	C Grades in Year 11 WACE General English, and OLNA or NAPLAN 9 Band 8	Certificate II or Certificate III
Diploma or Advanced Diploma	Completion of WACE General or ATAR (minimum C grades) or equivalent	Certificate III

Some courses may specify entrance requirements, such as maths or a folio. Check the course entrance requirements for details.

Some courses require students to commence at a level specified in the training package. Check the training package or fulltime studies guide for details.

**Competitive** courses are of high demand and require applicants to:

1. demonstrate literacy and numeracy skills or AQF qualification levels (refer to the table above).



2. provide evidence against the following selection criteria:

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

**Academic achievement** can be demonstrated through secondary education results or a completed AQF qualification.

If documents for both secondary education and completed AQF qualifications are provided, points will be calculated for both and the higher points used to calculate the score for academic achievement.

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

#### Western Australian secondary education

The score will be generated from the 3 completed full-year courses that award the highest points.

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

Some courses may also have specific entry requirements, such as higher levels of maths to those indicated in the TAFE admissions guide, or a folio, or may require students to commence at a level specified in the training package. Details for specific course entrance requirements can be checked with your preferred TAFE college.

## Points awarded for completed AQF qualifications

		Course applying for				
		Cert. I	Cert. II	Cert. III	Cert. IV	Diploma & Adv. Diploma
Course completed	Pathway course	60	60	60	60	60
	Degree & above	60	60	60	60	60
	Advanced diploma	60	60	60	60	60
	Diploma	60	60	60	60	60
	Certificate IV	60	60	60	60	50
	Certificate III	60	60	60	45	30
	Certificate II	60	60	50	30	20
	Certificate I	60	30	20	15	10

For additional information, students and parents are encouraged to visit:

**[Career Development Centre website](#)**

# **SECTION 2**

## **COURSE UNIT DESCRIPTIONS**

## THE ARTS LEARNING AREA

### 2025 - 2026 PATHWAYS

THE ARTS	GENERAL/VET		ATAR	
	Year 11	Year 12	Year 11	Year 12
<b>Courses</b>				
<b>DANCE</b>	GEDAN	GTDAN		
<b>DRAMA</b>	GEDRA	GTDRA		
<b>DIMENSIONAL DESIGN (FASHION)</b>	GEDESD	GTDESD		
<b>GRAPHIC DESIGN AND PHOTOGRAPHY</b>	GEDESGP	GTDESGP		
<b>MEDIA PRODUCTION AND ANALYSIS</b>	GEMPA	GTMPA		
<b>MUSIC</b>	Certificate III Music			
<b>VISUAL ART</b>	GEVAR	GTVAR	AEVAR	ATVAR

## THE ARTS LEARNING AREA

### General Dance

Course Code GEDAN (Year 11)  
(Units 1 & 2 run as a combined course)  
Vocational Pathway

#### Unit 1

##### Exploring the components of dance

This unit focuses on exploring the components of dance.

- The elements of dance and processes of choreography are explored and students solve structured choreographic tasks and produce dance works for performance.
- They have first-hand experience in dance-making, creating and viewing works which actively engages them in exploration, improvisation, research, reflection and response. Technologies and design concepts are introduced to the planning stage of dance creation.

A broad introduction to dance genres enables students to place dance in its time and place and then begin to understand its functions within this context.

#### Unit 2

##### Dance as entertainment

This unit focuses on dance as entertainment.

- Students explore the entertainment potential of dance and choreography.
- In practical lessons, they improve safe dance practices and their physical competencies while acquiring genre-specific technique.
- They explore and experiment with the elements of dance and processes of choreography. They present dances for an audience.
- Students identify and select technologies and design concepts which enhance the entertainment value of the dance and place it in its social, historical and economic context.

##### Minimum Entrance Requirements

Year 10 Dance is preferable

##### Estimated cost

\$120.00 (full year); includes course materials and use of costumes for public performances. Extra costs – uniform – dance uniform, jazz shoes (essential) and the cost of attending live performances.

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/arts/dance](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/arts/dance)

## THE ARTS LEARNING AREA

### General Dance

Course Code GTDAN (Year 12)  
(Units 1 & 2 run as a combined course)  
Vocational Pathway

#### Unit 3

##### Popular culture

This unit focuses on the exploration of dance in popular culture and how this leads to a wider understanding of the diverse contexts and functions of dance in society.

#### Unit 4

##### Australian dance

This unit focuses on the diverse range of functions and contexts of dance in Australia. Students critically analyse their own cultural beliefs and values in relation to traditional and contemporary dance forms and styles and develop an understanding of their own dance heritage.

#### Minimum Entrance Requirements

General Dance 11

#### Estimated Cost

\$120.00 (full year); includes course materials and use of costumes for public performances.  
Extra costs – uniform – dance uniform, jazz shoes (essential) and the cost of attending live performances.

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/arts/dance](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/arts/dance)

## THE ARTS LEARNING AREA

### General Drama

Course Code GEDRA (Year 11)  
(Units 1 & 2 run as a combined course)  
Vocational Pathway

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

#### Unit 1

##### Dramatic storytelling

This unit engages students with the skills, techniques, and conventions of dramatic storytelling.

#### Unit 2

##### Drama performance events

This unit focuses on drama performance events for an audience other than their class members.

#### Skills Outline

Students refine the following skills and techniques:

- Drama language - drama processes and the elements of drama, drama forms and styles
- Contextual knowledge - drama conventions, values, forces and drama practice
- Production and performance
- Oral and written communication

\*\* Students are expected to participate in performances that may involve out of school rehearsals and performance.

\*\* The course includes both practical and written components that include study of theoretical drama knowledge.

#### Minimum Entrance Requirements

High level of English skills achievement for students who have a limited background in Drama/Theatre Arts study is desirable.

#### Further Study

Year 12 General Drama

#### Estimated Cost

\$125.00 (per year) – includes folio & equipment charges, text hire, workshop and production costs and compulsory Theatre and Arts Industry excursions.

For more information, go to the following link: <https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/arts/drama>

## THE ARTS LEARNING AREA

### General Drama

Course Code GTDRA (Year 12)

(Run as combined units in a full year course)

Vocational Pathway

#### Course Outline

##### Unit 3 – Representation, Realist Drama

The focus for this unit is representational, realist drama. Students explore techniques of characterisation through different approaches to group-based text interpretation, particularly those based on the work of Stanislavski and others. In this unit, students have an opportunity to research and collaboratively workshop, interpret, perform, and produce texts in forms and styles related to representational, realistic drama that educate and present perspectives. As well as learning about acting, students learn about several backstage roles: scenographer, dramaturge and designer (lighting, sound and costume).

##### Unit 4 – Presentational, Non-Realist Drama

The focus of this unit is presentational, non-realist drama. Students explore techniques of role and/or character through different approaches to group-based text interpretation, particularly those based on the work of Brecht and others. In this unit, students have an opportunity to research and collaboratively workshop, interpret and perform drama texts related to presentational, non-realistic drama that challenge and question perspectives. As well as learning about acting, students learn about several backstage roles: scenographer, dramaturge and designer (lighting, sound and costume).

#### Skills Outline

Students refine the following skills and techniques:

- Voice and movement
- Dramatic action and the elements of drama
- Devising and interpreting scripts for performance
- Design elements such as set and performance spaces

\*\* Students are expected to participate in performances that may involve out of school rehearsals and performance.

\*\* The course includes both practical and written components that include application of theoretical knowledge in the Externally Set Task (EST).

#### Minimum Entrance Requirements

C grade in General Drama Year 11 is preferred. High level of English skills achievement for students who have a limited background in Drama/Theatre Arts study.

#### Further Study

TAFE entry or employment in the Arts/Hospitality/Tourism/Entertainment Industries



**Estimated Cost**

\$150.00 (per year) – includes folio & equipment charges, text hire, workshop and production costs and compulsory Theatre and Arts Industry excursions.

**Excursions/Additional requirements**

Opportunity to attend professional productions at Perth Theatres are usually held after school hours.

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/arts/drama](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/arts/drama)

## THE ARTS LEARNING AREA

### GENERAL DESIGN

#### General Design: Dimensional (Fashion Design)

Course Code GEDES (Year 11)

(Units 1 & 2 run as a combined course)

Vocational Pathway

Design projects allow students to explore the fundamentals of design through a range of practical activities including: Fabric Dyeing, Fashion Illustration, Printmaking, Jewellery Construction and Wearable Art. Research projects investigate the history of fashion.

#### Unit 1

##### Design Fundamentals

The focus of this unit is to introduce design process and practice. Students learn that design can be used to provide solutions to design problems and communication needs. They are introduced to basic design skills and a range of techniques within a defined context to demonstrate control over the elements and principles of design.

#### Unit 2

##### Personal Design

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

#### Minimum Entrance Requirements

Prior experience in the Visual Arts or Fashion in Year 9 or 10 is desirable

#### Further Study

Year 12, TAFE – Fashion Design, Certificate II or another arts pathway

#### Estimated Cost

\$150.00

Students may be required to pay for class excursions to view works of art.

For more information, go to the following link: [wace1516.scsa.wa.edu.au/syllabus-and-support-materials/arts/design](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/arts/design)

## THE ARTS LEARNING AREA

### GENERAL DESIGN

#### General Design: Dimensional (Fashion Design)

Course Code GTDESD (Year 12)  
(Units 2 & 3 run as a combined course) Vocational Pathway

#### Course Outline

Design projects allow students to explore the History of Fashion, Fashion Illustration, T-Shirt Design, Fashion Advertising, Body Adornment and Wearable Art. Students create audience specific products using a range of traditional art making mediums (printmaking, fabric dyeing, drawing, sculpture) and digital art media (Photoshop).

#### Unit 3 – Product design

The focus of this unit is product design. Students learn that the commercial world is comprised of companies, requiring consumer products, services, and brands for a particular audience. They are introduced to the concept of intellectual property. Using the design process, they create products/services, visuals and/or layouts with an awareness of codes and conventions. They use relevant and appropriate production skills and processes, materials, and technologies relevant to the design.

#### Unit 4 – Cultural design

The focus of this unit is cultural design. Students learn that society is made up of different groups of people who share diverse values, attitudes, beliefs, behaviours and needs, and that different forms of visual communication transmit these values and beliefs. Students are encouraged to create designs that link to a culture or sub-culture and are introduced to ethical issues concerning representation. Students develop a design process with an understanding of codes and conventions. They consider communication strategies and audience. They define and establish contemporary production skills and processes, materials and technologies.

#### Minimum Entrance Requirements

Prior experience in the Visual Arts or Fashion in Year 9, 10 or 11 is desirable.

#### Further Study

Polytechnic

#### Estimated Cost

\$150.00

Students may be required to pay for class excursions to view works of art.

For more information, go to the following link: [wace1516.scsa.wa.edu.au/syllabus-and-support-materials/arts/design](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/arts/design)



## THE ARTS LEARNING AREA

### General Design: Graphics (Graphic Design Illustration and Photography)

Course Code GEDESGP (Year 11)  
(Units 1 & 2 run as a combined course)

#### Course Outline

General Photography and Graphic Design units 1 & 2 run as a combined course. This course is designed to appeal to students interested in Photography and/or Producing illustrations using handheld drawing materials and computer Adobe graphics software. The students will develop key software skills suited to their interests through Adobe software such as Photoshop, Illustrator, and InDesign. A range of engaging projects may include ideas such as photo shoots, magazine covers and illustrations for T-shirts.



#### Unit 1 - Design Fundamentals

The focus of this unit is to introduce design process and practice. Students learn that design can be used to provide solutions to design problems and communication needs. They are introduced to basic design skills and a range of techniques within a defined context to demonstrate control over the elements and principles of design.

#### Unit 2 - Personal Design

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

#### Minimum Entrance Requirements

Prior experience in the Visual Arts, Photography or Fashion in Year 9 or 10 is desirable.

**Further Study** Year 12, TAFE – Photography or Graphic Design, Certificate II or another arts pathway.

#### Estimated Cost \$100.00

Students may be required to pay for class excursions to view works of art.

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/arts/design](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/arts/design)

## THE ARTS LEARNING AREA

### General Design: Graphics (Graphic Design and Photography)

Course Code GTDESGP (Year 12)

(Units 1 & 2 run as a combined course)

The Year 12 course has been designed to extend students understanding of the design process as applied to real world Graphic Design challenges. An opportunity to explore a range of Photographic processes is embedded into the choices and development of ideas. A range of engaging projects may include book illustrations, repeat patterns, illustrations for merchandise such as stationary and digital art.

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

#### Unit 3 – Product design

The focus for this unit is product design. Students learn that the commercial world is comprised of companies, requiring consumer products, services and brands for a particular audience.

#### Unit 4 – Cultural design

The focus for this unit is cultural design. Students learn that society is made up of different groups of people who share diverse values, attitudes, beliefs, behaviours and needs; and that different forms of visual communication transmit these values and beliefs.

Each unit includes:

- a unit description – a short description of the focus of the unit
- unit content – the content to be taught and learned.

#### Minimum Entrance Requirements

Prior experience in the Visual Arts, Photography or Fashion in Year 9 or 10 is desirable.

**Further Study** Year 12, TAFE – Photography or Graphic Design, Certificate II or another arts pathway.

#### Estimated Cost \$100.00

Students may be required to pay for class excursions to view works of art.

For more information, go to the following link:  
[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/arts/design](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/arts/design)



## THE ARTS LEARNING AREA

### General Media Production & Analysis

Course Code GEMPA (Year 11)

(Units 1 & 2 run as a combined course)

#### Unit 1

##### Mass media

The focus for this unit is on the mass media. Within this broad focus, students reflect on their own use of the media, common representations, including the examination of characters, stars and stereotypes and the way media is constructed and produced.

Students are introduced to the languages of the media, learning how codes and conventions are used to construct representations within narratives. They examine the media that surrounds them and consider how audiences interpret media representations of people and their associated values.

Students analyse, view, listen to and interact with common media work from their everyday use. They also generate ideas and, with the assistance of their teachers, learn the basic production skills and processes as they apply their knowledge and creativity in their productions.

#### Unit 2

##### Point of view

The focus for this unit is on point of view, a concept that underpins the construction of all media work. In this unit, students will be introduced to the concept and learn how a point of view can be constructed. They will analyse media work and construct a point of view in their own productions.

Within this broad focus, students have the opportunity to choose from a range of media genres and styles and examine ways in which information and specific codes, conventions and techniques are selected and used to present a particular point of view.

In contexts related to point of view, students analyse, view, listen to and interact with media work in commercial and non-commercial media. They learn about production processes and some of the controls that influence decision making in media production. Students develop strategies and production skills when creating their own media work.

#### Further Studies

General Media Year 12

TAFE studies

#### Estimated Cost

\$100.00

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/arts/media-production-and-analysis](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/arts/media-production-and-analysis)

## THE ARTS LEARNING AREA

### General Media Production & Analysis

Course Code GTMPA (Year 12)  
(Units & run as a combined course)

#### Unit 3

##### Entertainment

Within this broad focus, students will expand their understanding of media languages, learning how codes and conventions are used to construct entertainment media.

#### Unit 4

##### Representation and reality

Students will consider different types of representations and how they relate to the construction of reality within media work.

Each unit includes:

- a unit description – a short description of the focus of the unit
- suggested contexts – a context in which the unit content could be taught
- unit content – the content to be taught and learned.

#### Further Studies

TAFE

#### Estimated Cost

\$100.00

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/arts/media-production-and-analysis](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/arts/media-production-and-analysis)

## THE ARTS LEARNING AREA

Registered Training Organisation: College of Sound and Music Production  
RTO Code: 41549



### **CUA30920 Certificate III in Music** (Year 11 and 12)

Vocational Pathway

This certificate is delivered by Kalamunda SHS teachers in partnership with a registered training organisation - Cosamp

#### **Course Outline**

In recent years it has become apparent that the music industry has changed considerably and there are now opportunities to pursue a career in music other than through the traditional pathways of Performance and Education. Many areas such as music technology, sound recording, song writing, music journalism, production and promotion, are emerging as desirable music industry skills and professions.

This course enables students to explore all of these areas of competence and provides pathways for further study at Central Institute of Technology, Edith Cowan University and WA Polytechnic, through Certificate IV, Diploma and Bachelor of Music courses.

Students learn musical skills by performing and engaging with music. This course is not limited solely to musical instrumentalists but will also suit aspiring DJ's, music sound producers / engineers and sound mixers. Although the course is primarily a performance course, students also learn about sound production, recording techniques, promotion and the music industry. Students will be required to be involved in an IMSS music ensemble or a band for performance requirements.

All enquiries for these pathways should be made directly with Mr Roberts to ensure students have chosen the appropriate pathway. As a general indication, students who have completed Class Music until Year 10 are appropriately prepared for the Certificate III. The course can also be adapted slightly to cater for students who may be seeking more theoretical advancement, or who are less performance-based and more composition or technology based.

#### **Further Study**

Music – Year 12

TAFE

WAAPA – singer song writer/ performance-based courses/music education

SAE/Salt studios/COSAMP- audio engineering

#### **Estimated Cost**

\$100



## THE ARTS LEARNING AREA

### General Visual Arts

Course Code (Year 11)

(Units 1 & 2 run as a combined course)

#### Unit 1

##### Experiences

The focus for this unit is experiences. Students develop artworks based on their lives and personal experiences, observations of the immediate environment, events and/or special occasions. They participate in selected art experiences aimed at developing a sense of observation.

Students discover ways to compile and record their experiences through a range of art activities and projects that promote a fundamental understanding of visual language. They use experiences to develop appreciation of the visual arts in their everyday lives.

Ample scope for free, imaginative interpretation and experimentation with materials is provided.

70% of this course is practical art making.

#### Unit 2

##### Explorations

The focus for this unit is explorations. Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations

When exploring ideas and approaches to art making, students investigate the work of other artists. They learn to identify stylistic features of art forms from different times and places and explore ways to manipulate art elements and principles to generate, develop and produce their own artwork.

In developing subject matter for artworks, students explore ways to express personal beliefs, opinions and feelings. They manipulate a variety of media and materials in a range of art forms, recording and reflecting on their artistic achievements.

70% of this course is practical art making.

##### Minimum Entrance Requirements

Prior experience in the Visual Arts in Lower School is desirable.

##### Further Study

GTVAR (Unit 3 and 4) in Year 12/ Certificate II in Visual Art

TAFE

##### Estimated Cost

\$130.00

Students may be required to pay for class excursions to view works of art. This is an integral part of this course (usually \$5.00)

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/arts/visual-arts](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/arts/visual-arts)

## THE ARTS LEARNING AREA

### General Visual Arts

Course Code GTVAR (Year 12)

(Units 3 & 4 run as a combined course)

Vocational pathway

#### Unit 3

##### Inspirations

The focus for this unit is inspirations. Students become aware that artists gain inspiration and generate ideas from diverse sources, including what is experienced, learned about, believed in, valued, imagined or invented. The breadth of this focus allows choice of learning contexts that are related to students' interests.

In this unit, students develop their knowledge and understanding of visual language and apply this to both art making and art interpretation. Through exploration, investigation and experimentation, they develop skills in inquiry, recording observations and manipulating media to create artworks in selected art forms.

Students, through research and/or first-hand experience of artworks and art making, actively engage in perception, research, reflection and response and consider the ways in which artists, past and present, have been inspired to develop artworks. They are given opportunities to present or exhibit their work, to describe their source(s) of inspiration and to evaluate the process and success of their finished artworks.

#### Unit 4

##### Investigations

The focus for this unit is investigations. Students explore and develop ideas through the investigation of different artists, art forms, processes and technologies. Students investigate spontaneous and analytical styles of drawing, experimenting with a range of media and techniques. They further develop their knowledge and understanding of visual language and apply this to both art making and art interpretation.

Students explore the expressive potential of media techniques and processes, considering their inherent qualities in the development and presentation of their artworks. They investigate ways to document their thinking and working practices, refining their reflection and decision-making skills.

In this unit, students investigate a variety of artworks and media to further develop their understanding of the creative process and learn how to apply new analytical and production skills and techniques in the communication of their own ideas.

**Estimated Cost:** \$130

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/arts/visual-arts](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/arts/visual-arts)

## THE ARTS LEARNING AREA



### ATAR Visual Arts

Course code AEVAR (Year 11)

(Units 1 & 2 run as a combined course)

#### Unit 1

##### Differences

The focus for this unit is differences. Students may, for example, consider differences arising from cultural diversity, place, gender, class and historical period. Differences relating to art forms, media and conventions may also provide a stimulus for exploration and expression.

Students explore ways of collecting, compiling and recording information and documenting thinking and working practices. They explore approaches to drawing and develop awareness that each artist has his or her own way of making marks to convey personal vision. Students examine how visual language and media choices contribute to the process of conveying function and meaning and use a

range of media and technologies to explore, create, and communicate ideas.

Students recognise that visual artwork is subject to different interpretations and appreciate that informed responses should consider the varying contexts within which a work of art is created. They develop awareness of styles of representation, examining distinctly individualistic approaches of artists in different times and places.

#### Unit 2

##### Identifies

The focus for this unit is identities. In working with this focus, students explore concepts or issues related to personal, social, cultural or gender identity. They become aware that self-expression distinguishes individuals as well as cultures. Students use a variety of stimulus materials and use a range of investigative approaches as starting points to create artwork. They develop a personal approach to the development of ideas and concepts, making informed choices about the materials, skills, techniques and processes used to resolve and present their artwork.

Students develop understandings of the personal and/or public functions of art in the expression of identity, for example, spiritual expression, psychological expression, therapy, ceremony and ritual, and the purposes of art, such as narrative – telling personal stories or exploring myths. They understand that art may give form to ideas and issues that concern the wider community.

Response to artwork stimulates insights, encourages deeper understandings, and challenges preconceived ideas. Students develop an awareness of how the visual arts may be both socially confirming and questioning, analyse their own cultural beliefs and values and develop deeper understandings of their own personal visual arts heritage.

**Minimum Entrance Requirements**

A or B grade in Year 10 Art, Year 10 English

**Further Study**

Year 12 ATAR Visual Arts

**Estimated Cost**

\$130.00

Students may be required to pay for class excursions. This is an integral part of this course (usually \$6.00).

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/arts/visual-arts](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/arts/visual-arts)

## THE ARTS LEARNING AREA

### ATAR Visual Art

Course code ATVAR (Year 12)  
(Units run as a combined course)

#### Unit 3

##### Commentaries

The focus for this unit is commentaries. In this unit, students engage with the social and cultural purposes of art making to produce a unique and cohesive body of work. Broad and innovative inquiry includes the conceptualisation and documentation of experiences within contemporary society. Students transform ideas and develop concepts using innovative approaches to art making and presentation. They document their thinking and working practices, having the flexibility to work across media and art forms.

Students research artwork, providing critical comment on the meaning, purpose and values communicated. They examine their own beliefs and consider how the visual arts have reflected and shaped society in different times and places.

Consideration is given to the roles of artists in different societies, for example, hero, outsider, commentator and social critic. Students investigate the social functions of art, for example political and ideological expression, satire, social description or graphic communication. They address the relationship between form, function and meaning and develop understandings of how artists are influenced by pervasive ideas, events and circumstances, and how re-contextualisation contributes to meanings and messages in artwork.

#### Unit 4

##### Points of view

The focus for this unit is points of view. Students identify and explore concepts or issues of personal significance in the presentation of a sustained, articulate and authentic body of work. They engage in sustained inquiry, exploring ideas and developing concepts to communicate a personal point of view.

Students will investigate a range of solutions using visual language and document the progressive resolution of thinking and working practices. Skills, techniques and processes are combined in the pursuit of new art forms, innovation and personal style.

Students use critical analysis frameworks to develop an understanding of the practice of art making and art interpretation. They research and analyse factors affecting points of view such as time, place, culture, religion and politics, synthesising this knowledge to express a personal viewpoint or position. In the analysis of their own and others' artwork, students reflect on the relationship between artwork, audiences and contextual factors, and consider how these contribute to the development of different perspectives.

**Further Study:** TAFE or University

**Estimated Cost:** \$140

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/arts/visual-arts](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/arts/visual-arts)

## ENGLISH LEARNING AREA

### 2025 - 2026 PATHWAYS

ENGLISH	FOUNDATION		GENERAL/VET		ATAR	
	Year 11	Year 12	Year 11	Year 12	Year 11	Year 12
<b>English Foundation</b>	FEENG	FTENG				
<b>English</b>			GEENG	GTENG	AEENG	ATENG
<b>English as an additional Language/ Dialect</b>					AEELD	ATELD (SIDE)
<b>Literature</b>					AELIT	ATLIT

Student progress will be closely monitored by staff, and English pathways over the Year 11 and 12 will be determined in consultation with students and their families based on student achievement in preceding units.

## ENGLISH LEARNING AREA

### Foundations English

Course code FEENG (Year 11)

Run as combined units in a full year course

In the English Foundation course, the primary focus is on the development of literacy and language skills in work, learning, community and everyday personal contexts.

This course will be offered to students who in Year 10 have not met the OLNA WACE Literacy requirements for either Reading and/or Writing.

#### Units 1 and 2

By the end of this pair of units, students will:

- develop skills in functional literacy, including appropriate spelling, punctuation and grammar.
- develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, learning, community and/or everyday personal contexts
- develop skills in producing (constructing, creating, writing) texts for work, learning, community and/or everyday personal contexts
- develop skills in speaking and listening for work, learning, community and everyday personal contexts

#### Minimum Entry Requirements

Students who have not demonstrated the minimum standard in the literacy component of the Online Literacy and Numeracy Assessment (OLNA) are eligible to enrol in the English Foundation course.

Successful completion of OLNA in Year 11 will result in progress towards English General in Year 12. Failing to successfully complete OLNA will mean continuation of the course for units 3 and 4 in Year 12.

#### Estimated Cost

\$70. This includes hire of most texts, general course costs and consumables.

For more information, go to the following link:

[www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/English](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/English)

## ENGLISH LEARNING AREA

### Foundations English

Course code FTENG (Year 12)

Run as combined units in a full year course

In the English Foundation course, the primary focus is on the development of literacy and language skills in work, learning, community and everyday personal contexts.

This course will be offered to students who in Year 11 have not met the OLNA WACE Literacy requirements for either Reading and/or Writing.

### Units 3 and 4

By the end of this pair of units, students will:

- develop skills in functional literacy, including appropriate spelling, punctuation and grammar.
- develop skills in reading (understanding, comprehending, interpreting, analysing) texts for work, learning, community and/or everyday personal contexts
- develop skills in producing (constructing, creating, writing) texts for work, learning, community and/or everyday personal contexts
- develop skills in speaking and listening for work, learning, community and everyday personal contexts

### Estimated Cost

\$70. This includes hire of most texts, general course costs and consumables.

For more information, go to the following link:

<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english2>



# ENGLISH LEARNING AREA

## General English

Course Code GEENG (Year 11)

Run as combined units in a full year course

### Unit 1

Unit 1 focuses on students comprehending and responding to the ideas and information presented in texts. Students:

- employ a variety of strategies to assist comprehension
- read, view and listen to texts to connect, interpret and visualise ideas
- learn how to respond personally and logically to texts by questioning, using inferential reasoning and determining the importance of content and structure
- consider how organisational features of texts help the audience to understand the text
- learn to interact with others in a range of contexts, including every day, community, social, further education, training and workplace contexts
- communicate ideas and information clearly and correctly in a range of contexts
- apply their understanding of language through the creation of texts for different purposes.

### Unit 2

Unit 2 focuses on interpreting ideas and arguments in a range of texts and contexts.

Students:

- analyse text structures and language features and identify the ideas, arguments and values expressed
- consider the purposes and possible audiences of texts
- examine the connections between purpose and structure and how a text's meaning is influenced by the context in which it is created and received
- integrate relevant information and ideas from texts to develop their own interpretations
- learn to interact effectively in a range of contexts
- create texts using persuasive, visual and literary techniques to engage audiences in a range of modes and media.

### Further Study

General English Year 12

### Estimated Cost

\$70. This includes hire of most texts, general course costs and consumables. In addition, an English test will need to be purchased (cost approximately \$25).

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/english/english2](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/english/english2)

## ENGLISH LEARNING AREA

### General English

Course Code GTENG (Year 12)

Run as combined units in a full year course

#### Unit 3

Unit 3 focuses on exploring different perspectives presented in a range of texts and contexts. Students:

- explore attitudes, text structures and language features to understand a text's meaning and purpose
- examine relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning
- consider how perspectives and values are presented in texts to influence specific audiences
- develop and justify their own interpretations when responding to texts
- learn how to communicate logically, persuasively and imaginatively in different contexts, for different purposes, using a variety of types of texts.

#### Unit 4

Unit 4 focuses on community, local or global issues and ideas presented in texts and on developing students' reasoned responses to them. Students:

- explore how ideas, attitudes and values are presented by synthesising information from a range of sources to develop independent perspectives
- analyse the ways in which authors influence and position audiences
- investigate differing perspectives and develop reasoned responses to these in a range of text forms for a variety of audiences
- construct and clearly express coherent, logical and sustained arguments and demonstrate an understanding of purpose, audience and context
- consider intended purpose and audience response when creating their own persuasive, analytical, imaginative, and interpretive texts.

#### Estimated Cost

\$70. This includes hire of most texts, general course costs and consumables. In addition, an English text will need to be purchased (cost approximately \$25).

Students may participate in theatre excursions, be addressed by guest speakers, or participate in seminars provided by external agencies to the course. These will carry an extra cost.

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/english/english2](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/english/english2)

## ENGLISH LEARNING AREA

### ATAR English

Course Code AEENG (Year 11)

Run as combined units in a full year course

#### Unit 1

Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended and the contexts in which they are created and received. 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 elements combine with spoken and written elements to create meaning. Students develop an understanding of stylistic features and apply skills of analysis and creativity. They can respond to texts in a variety of ways, creating their own texts and reflecting on their own learning.

#### Unit 2

Students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit. By responding to and creating texts in different modes and media, students consider the interplay of imaginative, interpretive, and persuasive elements in a range of texts and present their own analyses. Students critically examine the effect of stylistic choices and the ways in which these choices position audiences for particular purposes, revealing and/or shaping attitudes, values and perspectives. Through the creation of their own texts, students are encouraged to reflect on their language choices and consider why they have represented ideas in particular ways.

#### Minimum Entrance Requirements

A or B grade in Year 10 English

**Please note:** SCSA have changed the rules regarding the selection of English course offerings for 2025 and beyond. Students may now choose BOTH ATAR English and ATAR Literature in Year 11 and 12, and have both subjects contribute to their WACE attainment and their ATAR score.

#### Further Study

ATAR English Year 12

#### Estimated Cost

\$70. This includes hire of most texts, general course costs and consumables. An English text will need to be purchased (cost approximately \$25).

In addition, up to 3 English texts will need to be purchased at between \$25 and \$60 per text.

Students may participate in theatre excursions, be addressed by guest speakers, or participate in seminars provided by external agencies to the course. These will carry an extra cost.

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/english/english2](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/english/english2)

## ENGLISH LEARNING AREA

### ATAR English

Course code ATENG (Y12)

Run as combined units in a full year course

#### Unit 3

Students explore representations of themes, issues, ideas and concepts through a comparison of texts. They analyse and compare the relationships between language, genre and contexts, comparing texts within and/or across different genres and modes. Students recognise and analyse the conventions of genre in texts and consider how those conventions may assist interpretation. Students compare and evaluate the effect of different media, forms and modes on the structure of texts and how audiences respond to them. Understanding of these concepts is demonstrated through the creation of imaginative, interpretive, persuasive and analytical responses.

#### Unit 4

Students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument. Through close study of texts, students explore relationships between content and structure, voice and perspectives and the text and context. This provides the opportunity for students to extend their experience of language and of texts and explore their ideas through their own reading and viewing. Students demonstrate understanding of the texts studied through creation of imaginative, interpretive, persuasive and analytical responses.

#### Minimum Entrance Requirements

C Grade in Year 11 ATAR English

**Please note:** SCSA have changed the rules regarding the selection of English course offerings for 2025 and beyond. Students may now choose BOTH ATAR English and ATAR Literature in Year 11 and 12, and have both subjects contribute to their WACE attainment and their ATAR score.

#### Estimated Cost

\$70. This includes hire of most texts, general course costs and consumables.

In addition, up to three English texts will need to be purchased (cost approx. \$25 per text)

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/english/english2](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/english/english2)

## ENGLISH LEARNING AREA

### ATAR English as an Additional Language or Dialect

Course code AEELD (Year 11)

Run as combined units in a full year course

#### Unit 1

Unit 1 focuses on investigating how language and culture are interrelated and expressed in a range of contexts. A variety of oral, written and multimodal texts are used to develop understanding of text structures and language features. The relationship between these structures and features and the context, purpose and audience of texts is explored. The unit will enhance students' confidence in creating texts for different purposes and across all language modes in both real and imagined contexts. It will broaden their understanding of the sociocultural and sociolinguistic elements of SAE and develop skills for research and further academic study.

#### Unit 2

Unit 2 focuses on analysing and evaluating perspectives and attitudes presented in texts and creating extended texts for a range of contexts. SAE language skills for effective communication in an expanding range of contexts are consolidated. The use of cohesive text structures and language features is developed. The unit focuses on developing planning and editing skills to create extended oral, written and multimodal texts. Attitudes, values and culturally based assumptions within texts are identified, analysed and compared. Strategies for collecting, analysing, organising and presenting ideas and information are refined.

Each unit includes:

- a unit description – a short description of the focus of the unit
- learning outcomes – a set of statements describing the learning expected as a result of studying the unit
- suggested contexts – a context in which the unit content can be taught
- unit content – the content to be taught and learned.

#### Entry requirements to this course:

EAL/D eligibility status is determined on a case-by-case basis.

#### Minimum Academic Entrance Requirements

C grade in Year 10 English and has ELD status

#### Further Study

ATAR ELD English Year 12

#### Estimated Cost

\$70. This includes hire of most texts, general course costs and consumables. In addition, up to three English texts will need to be purchased (cost approximately \$25 per text).

Students may participate in theatre excursions, be addressed by guest speakers or participate in seminars provided by external agencies to the course. These will carry an extra cost.

For more information, go to the following link:

[www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/English](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/English)

## ENGLISH LEARNING AREA

### ATAR English as an Additional Language or Dialect

Course code ATELD (Year 12)

Run as combined units in a full year course

#### Unit 3

Unit 3 focuses on analysing how language choices are used to achieve different purposes and effects in a range of contexts. SAE language skills are developed so that they can be used to describe, inform, express a point of view and persuade for different purposes and audiences. The ways in which language choices shape meaning and influence audiences are explored through the study and creation of a range of oral, written and multimodal texts. The representation of ideas, attitudes and values and how these vary across cultures and within different contexts, particularly the Australian context, is analysed and evaluated. Effective and independent research skills are consolidated throughout the unit.

#### Unit 4

Unit 4 focuses on analysing, evaluating and using language to represent and respond to issues, ideas and attitudes in a range of contexts. By extending and consolidating language and communication skills, critical use of SAE for a range of contexts, purposes and audiences is developed. Independent and collaborative investigation and analysis are used to explore how language and texts achieve specific purposes and effects.

Extended oral, written and multimodal texts and presentations are created, adapted and refined for a variety of contexts, purposes and audiences. Effective research strategies and referencing protocols are used to present ideas, information, conclusions, arguments and recommendations.

Each unit includes:

- a unit description – a short description of the focus of the unit
- learning outcomes – a set of statements describing the learning expected as a result of studying the unit
- suggested contexts – a context in which the unit content can be taught
- unit content – the content to be taught and learned.

#### Minimum Entrance Requirements

C Grade in Year 11 ATAR EALD

#### Estimated Cost

\$70. This includes hire of most texts, general course costs and consumables. In addition, up to three English texts will need to be purchased (cost approx. \$25 each).

Students may participate in theatre excursions, be addressed by guest speakers or participate in seminars provided by external agencies to the course. These will carry an extra cost.

For more information, go to the following link:

[www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/English](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/English)

## ENGLISH LEARNING AREA

### ATAR Literature

Course Code AELIT (Year 11)

Run as combined units in a full year course

#### Unit 1

Unit 1 develops students' knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and the reader's response. This unit develops knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences. A range of literary forms is considered: prose fiction, poetry and drama. The significance of ideas and the distinctive qualities of texts are analysed through detailed textual study. Through the creation of analytical responses, students frame consistent arguments that are substantiated by relevant evidence. In the creation of imaginative texts, students explore and experiment with aspects of style and form.

#### Unit 2

Unit 2 develops students' knowledge and understanding of intertextuality, the ways literary texts connect with each other. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, readers, audiences and contexts. The ideas, language and structure of different texts are compared and contrasted. Exploring connections between texts involves analysing their similarities and differences through an analysis of the ideas, language used and forms of texts. Students create analytical responses that are evidence-based and convincing. By experimenting with text structures and language features, students understand how their imaginative texts are informed by analytical responses.

#### Minimum Entrance Requirements

A or strong B in Year 10 English

**Please Note:** SCSA have changed the rules regarding the selection of English course offerings for 2025 and beyond. Students may now choose **BOTH** ATAR English and ATAR Literature in Years 11 and 12, and have both subjects contribute to their WACE attainment and their ATAR score.

#### Further Study

ATAR Literature Year 12

#### Estimated Cost

\$70. General course costs and consumables are covered by this fee. In addition, up to 4 English texts will need to be purchased (cost approximately \$25 per text).

In addition, students *may* participate in theatre excursions during the course. These will carry an extra cost.

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/english/literature](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/english/literature)

## ENGLISH LEARNING AREA

### ATAR Literature

Course code ATLIT (Y12)

Run as combined units in a full year course. The notional time for the pair of units is 110 class contact hours.

#### Unit 3

Unit 3 develops students' knowledge and understanding of the relationship between language, culture and identity in literary texts. Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms. Through critical analysis and evaluation, the values and attitudes represented in and through texts and their impact on the reader are examined. Throughout the unit, students create analytical responses that are characterised by a confident, engaging style and informed observation. In creating imaginative texts, students experiment with language, adapt forms and challenge conventions and ideas.

#### Unit 4

Unit 4 develops students' appreciation of the significance of literary study through close critical analysis of literary texts drawn from a range of forms, genres and styles. Students reflect upon the creative use of language, and the structural and stylistic features that shape meaning and influence response. The unit focuses on the dynamic nature of literary interpretation and considers the insights texts offer, their use of literary conventions and aesthetic appeal. Analytical responses demonstrate increasing independence in interpreting texts and synthesising a range of perspectives into critical and imaginative responses. In creating imaginative texts, students experiment with literary conventions and reflect on how the created text takes into account the expectations of audiences.

#### Minimum Entrance Requirements

C Grade in Year 11 ATAR Literature

**Please Note:** SCSA have changed the rules regarding the selection of English course offerings for 2025 and beyond. Students may now choose **BOTH** ATAR English and ATAR Literature in Years 11 and 12, and have both subjects contribute to their WACE attainment and their ATAR score.

#### Estimated Cost

\$70. This includes hire of most texts, general course costs and consumables. In addition, up to six English texts will need to be purchased (cost approximately \$25 per text).

Students may participate in theatre excursions, be addressed by guest speakers, or participate in seminars provided by external agencies to the course. These will carry an extra cost.

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/english/literature](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/english/literature)



## HEALTH & PHYSICAL EDUCATION LEARNING AREA

### 2025 - 2026 PATHWAYS

<b>HEALTH AND PHYSICAL EDUCATION</b>	<b>GENERAL/VET</b>		<b>ATAR</b>	
	<b>Year 11</b>	<b>Year 12</b>	<b>Year 11</b>	<b>Year 12</b>
<b>HEALTH STUDIES</b>	GEHEA	GTHEA	AEHEA	ATHEA
<b>OUTDOOR EDUCATION</b>	GEOED	GTOED	AEOED	ATOED
	Certificate II Outdoor Recreation			
<b>PHYSICAL EDUCATION STUDIES</b>	GEPES	GTPES		
	Certificate II Sport Coaching			

## HEALTH & PHYSICAL EDUCATION LEARNING AREA

### ATAR Outdoor Education

Course Code AEOED (Year 11)

Run as combined units in a full year course

#### Unit 1

The focus of this unit is being responsible in the outdoors. Students are exposed to a broad range of responsibilities involved in undertaking short-duration expeditions. Through regular practical experiences and group activities, students develop flexibility, monitoring and commitment. They further develop problem solving, decision making and outdoor leadership skills and strategies for building effective group relationships. Students become more aware of the natural environment and develop interpretational skills. They are introduced to sustainability and local environmental management strategies and consider the role of technology in mediating human relationships with nature.

#### Unit 2

The focus for this unit is attaining independence in the outdoors. Students further their performance and competence at increasing levels of self-sufficiency, technical understanding, and physical fitness, to deal with a range of challenges. They are involved in planning for participation in extended expeditions and become more proficient in outdoor activity roping and navigational skills. They can conduct emergency response processes. Opportunities for self-discovery and strategies to enhance personal and interpersonal skills are provided. They deliver briefings, participate in debriefing, and experience shared leadership opportunities. Students extend their understanding about the environment and develop weather forecasting skills. They are introduced to historical, cultural and Indigenous heritage. They explore current controversial environmental issues related to outdoor experiences, and examples of management strategies for environments at risk in Western Australia (WA).

#### Minimum Entrance Requirements

A or B in Year 10 English or Outdoor Adventure Program

#### Further Study

Year 12 Outdoor Education unit 3 and 4  
Outdoor Education at Notre Dame University

#### Careers

Environmental Science, Teaching, TAFE  
Industry based jobs such as Abseil Guide

#### Estimated Cost

\$400.00 plus textbook

#### Excursion/Additional Requirements

The course includes one extended expedition of at least four days and three nights, and up to two one day excursions, which students are required to attend. Where a student cannot attend an expedition an alternative opportunity to address course outcomes will be made available, however the students final results will be affected.

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education/outdoor-education](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education/outdoor-education)

## HEALTH & PHYSICAL EDUCATION LEARNING AREA

### ATAR Outdoor Education

Course Code ATOED (Year 12)

Run as combined units in a full year course

#### Course Outline

Outdoor Education has an academic focus on theoretical underpinnings of experiential learning and utilising the outdoors as a context to develop students understanding of themselves, others and the environment. The course also enhances the links between skill development within the class and transferring knowledge into the real world.

Fundamental to this course is the development of expedition planning, leadership and teamwork skills. Students will learn skills to successfully and safely lead a major expedition. The availability of resources and the specific expertise of the teacher will determine the experiences chosen for each class.

#### Skills Outline

Could include but not limited to:

- Skills and practices: Abseiling, roping rescue, Camp-craft, Navigation, Mountain Biking
- Expedition planning and experience
- Interpersonal skills; Leadership, facilitation skills, conflict management
- Risk management and analysis
- Legal issues and industry standards
- Environmental management (indigenous and modern day)
- World heritage

#### Minimum Entrance Requirements

Year 11 Outdoor Education AEOED

#### Further Study

Outdoor Education at Notre Dame University

Environmental science, Teaching

TAFE

Industry based jobs such as Abseil Guide

#### Estimated Cost

\$400.00 – students will be required to pay additional costs associated with expeditions and additional learning experiences during the year.

#### Excursion/Additional Requirements

The course includes one extended expedition of four days and three nights which students are required to attend. Where a student cannot attend an expedition an alternative opportunity to address course outcomes will be made available, however the student's final results will be affected.

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education/outdoor-education](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education/outdoor-education)

## HEALTH & PHYSICAL EDUCATION LEARNING AREA

### GENERAL Outdoor Education

Course Code GEOED (Year 11)

(Run as combined units in a full year course)

#### Unit 1 Experiencing the outdoors

Students are encouraged to engage in outdoor adventure activities. An experiential approach is used to discover what being active in the environment is all about. Students are introduced to outdoor adventure activities where they can develop and improve technical skills and apply appropriate practices to ensure safe participation. They understand basic planning and organisational requirements necessary for them to participate in safe, short-duration excursions/expeditions in selected outdoor activities. They begin developing skills in roping and navigation. Students are introduced to personal skills and interpersonal skills, including self-awareness, communication and leadership. Features of natural environments and examples of local environmental management and 'Leave No Trace' principles are introduced.

Practical skills may include:

- abseiling
- bushwalking
- climbing
- mountain biking
- orienteering

#### Unit 2 – Facing challenges in the outdoors

This unit offers the opportunity to engage in a range of outdoor adventure activities that pose challenges and encourage students to step outside their comfort zone. Students consider planning and resource requirements related to extended excursions/short-duration expeditions. They are introduced to simple risk assessment models to assist decision making and apply safe practices to cope with challenging situations and environments. They develop time management and goal setting skills to work with others and explore strategies for building group relationships. They understand the main styles of leadership and how to use strategies to promote effective groups. Features of natural environments and components of weather are introduced. Conservation, biodiversity and environmental management plans are also introduced.

Practical skills may include:

- abseiling
- bushwalking
- climbing
- mountain biking
- orienteering

**Minimum Entrance Requirements**

C grade in Year 10 Physical Education, Science and English is desirable.

**Further Study**

Year 12 Outdoor Education Unit 3 and 4  
TAFE studies in sport coaching and fitness training.

**Estimated Cost**

\$400 plus textbook (approx. \$70)

**Excursion/expedition**

To establish optimal teaching, learning and assessment situations for this unit students participate in at least one single-day excursion and a minimum of one overnight expedition in a natural environment.

For more information, go to the following link:

<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education/outdoor-education>

## HEALTH & PHYSICAL EDUCATION LEARNING AREA

GENERAL Outdoor Education  
Course Code GTOED (Year 12)  
(Run as combined units in a full year course)

### Unit 3 – Building confidence in the outdoors

Students understand planning and organisational requirements necessary for them to participate in safe, short-duration excursions/expeditions. Students participate in outdoor adventure activities where they develop and improve their technical skills, apply appropriate practices to ensure safe participation, and begin to develop survival skills. Students develop personal skills related to flexibility in coping and adapting to change and in monitoring such things as the elements in an environment, or the participation of individuals in activities and expeditions. Features and relationships in natural environments are examined. Weather components, patterns and forecasting are introduced. Students develop a greater understanding of human interactions with nature, past and present. Sustainability is introduced and local issues are examined.

### Unit 4 – Outdoor leadership

Students consider planning and organisational requirements necessary for them to participate in positive and safe, short-duration excursions/expeditions in selected outdoor activities. Students engage in outdoor activities where they develop and improve their technical skills and apply appropriate practices to ensure safe participation. They continue to develop navigational skills and respond to an emergency in the outdoors. Students focus on developing commitment, tolerance, resilience, and conflict resolution skills. Students lead briefing and debriefing sessions and appraise their own and others' leadership skills. Students continue to forecast weather and apply strategies to minimise human impact on natural environments. They explore sustainability projects and understand human responsibility for the environment.

Practical Skills may include:

- abseiling
- bushwalking
- climbing
- mountain biking
- orienteering

### Minimum Entrance Requirements

C grade in Year 11 General Outdoor Education.

### Further Study

TAFE studies in Sport and Recreation

### Estimated Cost

\$400 plus text book (approx. \$70)

**Excursion/expedition**

- To establish optimal teaching, learning and assessment situations for this unit students participate in at least one single-day excursion and a minimum of one overnight expedition in a natural environment.
- For more information, go to the following link:
- <https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education/outdoor-education>

## HEALTH & PHYSICAL EDUCATION LEARNING AREA

Registered Training Organisation: Australian Institute of Education  
and Training Pty Ltd.  
RTO Code: 121314



### **SIS20419 Certificate II in Outdoor Recreation** (Year 11 and 12) Vocational Pathway

This certificate is delivered by Kalamunda SHS teachers in partnership with a registered training organisation (RTO).

#### **Course Outline**

This course is run over 2 years and is delivered by Kalamunda SHS teachers in partnership with a registered training organisation (RTO).

Students who choose to study this certificate course at KSHS will be enrolled with this provider.

This is a highly practical course with a focus on mountain biking, abseiling and aquatic activities. Students will also, if successful, attain their Senior First Aid and Bronze Medallion.

The course is designed for students who wish to work or participate in the Outdoor Recreation industry.

#### **Units of Competency:**

- |            |  |
|------------|--|
| HLTAID011  | - Provide first aid  |
| HLTWHS001  | - Participate in workplace health and safety                 |
| SISOABS001 | - Abseil single pitches using fundamental skills             |
| SISCAQU002 | - Perform basic water rescue                                 |
| SISOCNE001 | - Paddle a craft using fundamental skills                    |
| SISOCYT001 | - Set up, maintain and repair bicycles                       |
| SISOCYT004 | - Ride off road bicycles on easy trails                      |
| SISOFLD001 | - Assist in conducting recreation sessions                   |
| SISOFLD002 | - Minimise environmental impact                              |
| SISOSUP001 | - Paddle a standup board on inland flatwater                 |
| SISXIND002 | - Maintain sport, fitness and recreation industry knowledge. |

In addition, students will have the opportunity to gain their Bronze Medallion.

#### **Minimum Entrance Requirements**

C in Year 10 English and Science is recommended

#### **Further Studies**

TAFE studies in Outdoor Recreation

#### **Estimated cost**

\$300.00

#### **Excursions/Additional requirements**

2 one day excursions



## HEALTH & PHYSICAL EDUCATION LEARNING AREA

### **GENERAL Physical Education Studies**

Course Code GEPES (Year 11)

(Run as combined units in a full year course)

#### **Unit 1**

The focus of this unit is the development of students' knowledge, understanding and application of anatomical, physiological and practical factors associated with performing in physical activities.

#### **Unit 2**

The focus of this unit is the impact of physical activity on the body's anatomical and physiological systems. Students are introduced to these concepts which support them to improve their performance as team members and/or individuals.

Both of these units are highly practical sport units, typically comprised of badminton, touch, and volleyball.

#### **Minimum Entrance Requirements**

C grade in Year 10 in Physical Education, Science and English is desirable.

#### **Further Study**

Year 12 Physical Education Studies Unit 3 and 4

TAFE studies in sport coaching and fitness training.

#### **Estimated Cost**

\$120.00

#### **Excursion/Additional Requirements**

1 half-day Excursion

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education/physical-education-studies](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education/physical-education-studies)

## HEALTH & PHYSICAL EDUCATION LEARNING AREA

### GENERAL Physical Education Studies

Course Code GTPES (Year 12)

(Run as combined units in a full year course)

#### Unit 3

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

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.

Both of these units are highly practical sport units, typically comprised of badminton, touch, and volleyball.

#### Minimum Entrance Requirements

C grade in Year 10 in Physical Education, Science and English is desirable.

#### Further Study

TAFE studies in sport coaching and fitness training.

#### Estimated Cost

\$120.00

#### Excursion/Additional Requirements

A half-day Excursion

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education/physical-education-studies](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education/physical-education-studies)

## HEALTH & PHYSICAL EDUCATION LEARNING AREA

Registered Training Organisation: Australian Institute of Education  
and Training Pty Ltd.  
RTO Code: 121314



### **SIS20321 Certificate II in Sport Coaching** (Year 11 and 12)

Vocational Pathways

This certificate is delivered by Kalamunda SHS teachers in partnership with a registered training organisation (RTO).

#### **Course Outline**

This is a highly practical course designed for students who are passionate about sport and want to take it to the next level.

#### **Units of Competency:**

- HLTAID0011 - Provide first aid
- SIRXWHS001 - Work safely
- SISSATH001 - Conduct athletics coaching sessions with foundation level participants
- SISSBSB001 - Conduct basketball coaching sessions with foundation level participants
- SISSSCO002 - Work in a community coaching role
- SISSSOF003 - Officiate sport competitions
- SISOFLD001 - Assist in conducting recreation sessions

#### **Skills Outline**

Provide first aid  
Coaching athletics and basketball

#### **Minimum Entrance Requirements**

If Year 12 - Year 11 Cert II Sport and Recreation

#### **Further Studies**

Certificate III in Fitness - Certificate IV in Sport and Recreation

#### **Estimated cost**

\$180.00

## HEALTH & PHYSICAL EDUCATION LEARNING AREA

### **GENERAL Health**

Course Code GEHEA (Year 11)

Run as combined units in a full year course

#### **Unit 1**

This unit provides a general introduction to personal health and wellbeing and what it means to be healthy. Students explore factors which influence their health in positive and negative ways, and devise action plans which focus on achieving identified goals designed to improve health. Key consumer health skills and concepts are introduced, including the role and features of components of the Australian healthcare system. The relationship between beliefs, attitudes, values and health behaviour, and the impact of social and cultural norms is examined. Key self-management and interpersonal skills required to positively influence health and build effective relationships are explored. Health inquiry skills are developed and applied to investigate and report on health issues.

#### **Unit 2**

This unit continues to build students' knowledge and understandings about personal health and introduces the multiple determinants which influence health. These influences are explored in terms of how they interact and contribute to personal and community health status. The notion of prevention is central to this unit, and students explore personal actions and skills to cope with health influences and devise strategies for communities to promote and improve health. In addition to health determinants, the influence of cognitive dissonance on behaviour and the role of communities in shaping social and cultural norms are explored. Self-management and cooperative skills essential to improve personal communication are examined. Students continue to develop health inquiry skills, including applying the steps in the inquiry process to explore relevant health issues.

#### **Minimum Entrance Requirements**

C in Year 10 Health, English and Science is desirable

#### **Further Study**

TAFE course in Nursing

Year 12 General Health Studies units 3 and 4

#### **Estimated Cost**

\$100.00

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education/health-studies](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education/health-studies)

## HEALTH & PHYSICAL EDUCATION LEARNING AREA

### GENERAL Health

Course Code GTHEA (Year 12)

Run as combined units in a full year course

#### Unit 3

This unit focuses on building students' knowledge and understandings of health determinants and their interaction and contribution to personal and community health. Students define and consolidate understandings of health promotion and are introduced to key health literacy skills. Students expand on their understanding of 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 chronic conditions and preventive strategies to reduce risk and contribute to better health. The use of social marketing in health is explored and students develop and understand the use of emotional intelligence as a mechanism for perceiving, controlling and evaluating emotions. Students continue to refine inquiry skills as they address relevant issues and produce insightful and well-researched reports.

#### Minimum Entrance Requirements

C in Year 11 General Health Studies

#### Further Study

TAFE course in Nursing, allied health services, mental health and population health

#### Estimated Cost

\$100.00

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education/health-studies](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education/health-studies)

## HEALTH & PHYSICAL EDUCATION LEARNING AREA

### ATAR Health

Course Code AEHEA (Year 11)

Run as combined units in a full year course

#### Unit 1

This unit focuses on the health of individuals and communities. Students learn about health determinants and their impact on health. Health promotion is explored and used as a framework for designing approaches to improve health. Students examine attitudes, beliefs and norms and their impact on decision-making, and develop a range of key health skills. Students extend their understandings of factors influencing health, and actions and strategies to protect and promote health through inquiry processes.

#### Unit 2

This unit focuses on the impact of factors influencing the health of communities. Students learn about community development and how community participation can improve health outcomes. Students examine the influence of attitudes, beliefs, and norms on community health behaviours; apply investigative and inquiry processes to analyse issues influencing the health of communities; and develop appropriate responses. The impact of technology on interpersonal skills and strategies for managing such influences are also a focus.

#### Minimum Entry Requirements

A or B grade in Year 10 English or Health Education

#### Further Study

Year 12 ATAR Health units 3 and 4

Nursing

Dietician

Health Promotion

#### Estimated Cost

\$80

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education/health-studies](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education/health-studies)

## HEALTH & PHYSICAL EDUCATION LEARNING AREA

### ATAR Health

Course Code ATHEA (Year 12)

Run as combined units in a full year course.

#### 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.

#### Minimum Entry Requirements

C grade in Year 11 ATAR Health Studies

#### Further Study

Nursing

Dietician

Health Promotion

#### Estimated Cost

\$80

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education/health-studies](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education/health-studies)

## HUMANITIES & SOCIAL SCIENCES LEARNING AREA

### 2025 - 2026 PATHWAYS

HUMANITIES	GENERAL/VET		ATAR	
	Year 11	Year 12	Year 11	Year 12
<b>CAREER AND ENTERPRISE</b>	GECAE	GTCAE		
<b>ECONOMICS</b>			AEECO	ATECO
<b>GEOGRAPHY</b>	GECEO	GTCEO	AEGEO	ATGEO
<b>MODERN HISTORY</b>	GEHIM	GTHIM	AEHIM	ATHIM
<b>POLITICS AND LAW</b>			AEPAL	ATPAL
<b>PSYCHOLOGY</b>	GEPSY	GTPSY	AEPSY	ATPSY
<b>CERTIFICATE IN TOURISM</b>	CERTIFICATE II			
<b>CERTIFICATE IN WORKPLACE SKILLS</b>	CERTIFICATE II			



# HUMANITIES & SOCIAL SCIENCES LEARNING AREA

## General Career and Enterprise

Course Code GECAE (Year 11)

Run as combined units in a full year course

### Unit 1

#### Unit description

The focus of this unit is exploring work and networks. Students develop an understanding of aspects of work, such as part-time, full-time, flexi hours, volunteer work and unemployment. They learn that positive self-esteem and self-management are required to access work opportunities and acquire skills to build careers. Students learn the basic organisation and roles associated with different workplace structures, and develop awareness that employment is connected with responsibility for themselves and others.

Students understand that transitions can be facilitated by resources made available through the family, school, workplace and community, and that these groups assist young people to learn what is expected of them as workers.

It enables students to increase their knowledge of work and career choices and to identify a network of people and organisations that can help with their school-to-work transition.

### Unit 2

#### Unit description

The focus of this unit is entry-level work readiness. Students explore the attributes and skills necessary for employment, and identify their personal strengths and interests, and the impact these have on career development opportunities and decisions.

Students examine the organisation of workplaces within a chosen industry area and learn about the rights and responsibilities of employees and employers in entry-level jobs.

An audit is conducted of career competencies, knowledge, behaviours, values and attitudes, and an autobiographical profile is developed. This profile is used, together with simple work search tools and techniques, to commence planning career development options. A record of work, training and learning experiences is required for inclusion in a career portfolio.

The work search tools and techniques and career competencies used in the process of career management are investigated. An exploration is made of workplaces, organisation and systems, and also employment as a contractual agreement. The roles, rights and responsibilities of individuals are defined and assessed according to legal, ethical and financial considerations. The unit investigates how influences and trends impact on personal career development opportunities.

### Minimum Entrance Requirements

Recommended C Grade in Humanities and Social Science

### Cost

\$60.00 plus excursions

### Further Study

General Career and Enterprise Year 12

TAFE

### Careers

This course prepares students for successful transition to ALL work environments

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/career-and-enterprise](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/career-and-enterprise)

## HUMANITIES & SOCIAL SCIENCES LEARNING AREA

### General Career and Enterprise

Course Code GTC AE (Year 12)

Runs as combined units in a full year course

#### Unit 3

##### Unit description

This unit focuses on adopting a proactive approach to securing and maintaining work. It involves self-management, using work search tools and techniques, developing career competencies, and accessing learning opportunities which are essential for career building. An assessment is made of the multidimensional operation and organisation of workplaces. The legal, ethical and financial considerations underpinning corporate and individual rights and responsibilities and the resolution of conflict are examined. An exploration is made of the implications of organisational reviews due to influences and trends, and how they impact on individual opportunities to secure and maintain work.

Opportunities are provided for students to further develop the repertoire of career competencies and work search techniques that are directly applicable to securing and maintaining work. Career portfolios are presented in a professional manner and reflect organisation of detailed records of work, training and learning experiences, especially those related to securing and maintaining work.

#### Unit 4

##### Unit description

This unit explores issues associated with career management, workplaces and influences and trends in times of change. Change can be analysed and the information used to inform strategies associated with self-management, career building and personal and professional learning experiences. This unit investigates the dynamic nature of the interrelationships between these strategies. An examination of the complexity of workplace operations and management of resources is used to understand productivity, achievement of industry standards and compliance with legal, ethical and financial considerations.

Exposure to changing scenarios for career development provides opportunities to further develop career competencies and work search techniques, in particular those associated with planning and organisation, making decisions, identifying and solving problems and creativity and innovation.

Work, training and learning experiences provide opportunities to extend students' knowledge and skills in anticipation of responding to change and maintaining an edge. These experiences are documented in career portfolios, using an increasing range of information technology skills.

##### Minimum Entry Requirements

C Grade in GENERAL Career & Enterprise Unit 1 and 2.

##### Estimated Costs

\$60 plus excursion costs

##### Proposed Excursions

Two one-day excursions e.g. (Mock Interviews)

Students are eligible to attend Humanities and Social Science school tours

**Further Study**

TAFE

**Careers**

This course prepares students for successful transition to ALL work environments

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/career-and-enterprise](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/career-and-enterprise)

## HUMANITIES & SOCIAL SCIENCES LEARNING AREA

### **ATAR Economics**

Course Code AEECO (Year 11)

Run as combined units in a full year course

#### **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. When the forces of demand and supply do not allocate and price resources in a way that society would regard as efficient, equitable or sustainable, market failure can occur. 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 events and issues.

#### **Unit 2**

##### **Macroeconomics**

This unit explores the government's role in a modified market economy and Australia's recent (the last ten years) and contemporary (the last three years) macroeconomic performance. The cyclical fluctuations in the level of economic activity result in changes in the levels of output, income, spending and employment in the economy which, in turn, have implications for economic growth, inflation and unemployment. Students examine the role of government, through its spending and taxing powers, which can affect the allocation and price of resources, and the level of economic activity, by targeting economic objectives.

##### **Minimum Entry Requirements**

A or B grade in Year 10 Humanities

##### **Estimated Cost**

\$85 plus texts and excursions

Excursions/additional requirements

Students are eligible to attend Humanities and Social Science tours

##### **Further Study**

ATAR Economics Year 12

TAFE

University

For more information, go to the following link:

<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/economics>

## HUMANITIES & SOCIAL SCIENCES LEARNING AREA

### **ATAR Economics**

Course Code ATECO (Year 12)

Run as combined units in a full year course

#### **Unit 3**

##### **Australia and the global economy**

This unit explores the interdependence of Australia and the rest of the world. Australia is a relatively open economy and, as such, is influenced by changes in the world economy.

#### **Unit 4**

##### **Economic policies and management**

This unit explores the economic objectives of the Australian Government and the actions and policies taken in the pursuit of these objectives. Changes in the level of economic activity influence the policy mix and the government's capacity to achieve its objectives.

#### **Minimum Entry Requirements**

Completion of Year 11 ATAR Economics

#### **Estimated Cost**

\$85 plus texts and excursions

#### **Excursions/additional requirements**

Students are eligible to attend Humanities and Social Science tours

#### **Further Study**

TAFE

University

For more information, go to the following link:

<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/economics>

# HUMANITIES & SOCIAL SCIENCES LEARNING AREA

## General Geography

Course Code GEGEO (Year 11)

Run as combined units in a full year course

### Unit 1

#### Geography of environments at risk

##### Unit description

This unit explores the spatial patterns and processes related to environments at risk, and to the protection of such environments through management at local, regional and global levels. In the local area, in specific regions and globally, people pose threats to the environment as they attempt to meet their needs. Individuals and/or groups can have conflicting viewpoints about particular environments. This can place environments at risk. Sustainable solutions need to be developed for these environments.

### Unit 2

#### Geography of people and places

##### Unit description

This unit explores the natural and cultural characteristics of a region, the processes that have enabled it to change over time and the challenges it may face in the future. Students develop the knowledge, understanding and skills that will enable them to understand and apply the concept of a region to other regions in different scales.

### Minimum Entry Requirements

C grade in Year 10 Humanities and Social Sciences is recommended for this course.

### Estimated Cost

\$50 plus excursion costs

### Further studies

General Geography Year 12

TAFE

### Careers

Air Force General Entrant, Minerals Process Engineer, Army Soldier – Technician, Navy Sailor, Farm Manager, Park Ranger, Farmer, Public Servant, Forest Technical Officer, Survey Assistant, Forest Worker, Tour Guide, Landcare Worker, Tourist Information Officer, Miner, Travel Consultant, Agricultural Technical Officer, Architectural Drafter, Real Estate Agent, Real Estate Salesperson, Farmer Stock and Station Agent, Minerals Process Engineer.

### Proposed Excursions

2 one day excursions

Students are eligible to attend Humanities and Social Science tours.

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/geography](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/geography)

## HUMANITIES & SOCIAL SCIENCES LEARNING AREA

### ATAR Geography

Course Code AEGEO (Year 11)

Run as combined units in a full year course

#### Unit 1

##### Natural and ecological hazards

Natural and ecological hazards represent potential sources of harm to human life, health, income and property, and may affect elements of the biophysical, managed and constructed elements of environments. This unit focuses on understanding how these hazards and their associated risks are perceived and managed at local, regional and global levels. Risk management, in this particular context, refers to prevention, mitigation and preparedness. Prevention is concerned with the long-term aspects of hazards, and focuses on avoiding the risks associated with their reoccurrence. Mitigation is about reducing or eliminating the impact if the hazard does happen. Preparedness refers to actions carried out prior to the advance notice of a hazard to create and maintain the capacity of communities to respond to, and recover from, natural disasters. Preparedness starts at the local community level, but may branch out to national and international levels through measures such as planning, community education, information management, communications and warning systems.

#### Unit 2

##### Global networks and interconnections

This unit focuses on the process of international integration (globalisation) and is based on the reality that we live in an increasingly interconnected world. It provides students with an understanding of the economic and cultural transformations taking place in the world today, the spatial outcomes of these processes, and their political and social consequences. This is a world in which advances in transport and telecommunications technologies have not only transformed global patterns of production and consumption but also facilitated the diffusion of ideas and elements of cultures. The unit explains how these advances in transport and communication technology have lessened the friction of distance and have impacted at a range of local, national and global scales. Cultural groups that may have been isolated in the early twentieth century are now linked across an interconnected world in which there is a 'shrinking' of time and space. Of particular interest are the ways in which people adapt and respond to these changes.

##### Minimum Entry Requirements

A or B grade in Year 10 Humanities.

##### Estimated Cost

\$100.00 per year plus texts (includes excursions and camp)

##### Excursions / Additional Requirements

Two one-day excursions

Students are eligible to attend Humanities and Social Science tours

##### Further Study

ATAR Geography Year 12

TAFE

University

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/geography](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/geography)

## **Careers**

Agricultural and Resource Economist, Geologist, Agricultural Scientist, Geophysicist, Agricultural Technical Officer, Historian, Air Force Officer, Hydrographer, Anthropologist, Hydrographic Surveyor, Archaeologist, Hydrologist, Architect, Land Economist, Army Officer, Landscape Architect, Cartographer, Market Researcher, Civil Engineer, Meteorologist, Civil Engineering, Technologist, Mine Surveyor, Demographer, Mining Engineer, Ecologist, Natural Resource Manager, Environmental Scientist, Navy Officer, Farm Manager, Park Ranger, Farmer, Pilot, Foreign Affairs and Trade Officer, Public Servant, Forest Technical Officer, Real Estate Agent, Forester, Sociologist, Geographer, Surveyor, Geographic Information Systems Officer, Urban and Regional Planner, Geological Engineer.



## HUMANITIES & SOCIAL SCIENCES LEARNING AREA

### **GENERAL Geography**

Course Code GTGEO (Year 12)

Run as combined units in a full year course

#### **Unit 3**

##### **Natural and ecological hazards**

###### **Unit Description**

Natural and ecological hazards represent potential sources of harm to human life, health, income and property, and may affect elements of the biophysical, managed and constructed elements of environments.

This unit focuses on understanding how these hazards and their associated risks are perceived and managed at local, regional and global levels. Risk management, in this particular context, refers to prevention, mitigation and preparedness. Prevention is concerned with the long term aspects of hazards and focuses on avoiding the risks associated with their reoccurrence. Mitigation is about reducing or eliminating the impact if the hazard does happen. Preparedness refers to actions carried out prior to the advance notice of a hazard to create and maintain the capacity of communities to respond to, and recover from, natural disasters. Preparedness starts at the local community level but may branch out to national and international levels through measures, such as planning, community education, information management, communications and warning systems.

#### **Unit 4**

##### **Global networks and interconnections**

###### **Unit description**

This unit focuses on the process of international integration (globalisation) and is based on the reality that we live in an increasingly interconnected world. It provides students with an understanding of the economic and cultural transformations taking place in the world today, the spatial outcomes of these processes, and their political and social consequences. This is a world in which advances in transport and telecommunications technologies have not only transformed global patterns of production and consumption, but also facilitated the diffusion of ideas and cultures. The unit explains how these advances in transport and communication technology have lessened the friction of distance and have impacted at a range of local, national and global scales. Cultural groups that may have been isolated in the early twentieth century are now linked across an interconnected world in which there is a 'shrinking' of time and space. Of particular interest are the ways in which people adapt and respond to these changes.

###### **Minimum Entry Requirements**

C Grade in General Geography Unit 1 and 2

###### **Estimated Costs**

\$100 plus excursion costs

###### **Proposed Excursions**

2 one day excursions

Students are eligible to attend Humanities and Social Science school tours

###### **Further studies**

TAFE

**Careers**

Air Force General Entrant, Minerals Process Engineer, Army Soldier – Technician, Navy Sailor, Farm Manager, Park Ranger, Farmer, Public Servant, Forest Technical Officer, Survey Assistant, Forest Worker, Tour Guide, Landcare Worker, Tourist Information Officer, Miner, Travel Consultant, Agricultural Technical Officer, Architectural Drafter, Real Estate Agent, Real Estate Salesperson, Farmer Stock and Station Agent, Minerals Process Engineer.

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/geography](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/geography)

## HUMANITIES & SOCIAL SCIENCES LEARNING AREA

### ATAR Geography

Course Code ATGEO (Year 12)

Run as combined units in a full year course

#### Unit 3

##### Global environmental change

###### Unit description

This unit focuses on the changing biophysical cover of the Earth's surface, the creation of anthropogenic biomes and the resulting impacts on either global climate or biodiversity. Land cover transformations have changed both global climate and biodiversity through their interaction with atmospheric and ecological systems. Conversely, climate change and loss of biodiversity are producing further transformations in land cover. Through applying the concept of sustainability, students are given the opportunity to examine and evaluate a program designed to address the negative effect of land cover change. Aspects of physical, environmental and human geography provide students with an integrated and comprehensive understanding of the processes related to land cover change, their local, regional and global environmental consequences, and possible sustainable solutions.

#### Unit 4

##### Planning sustainable places

###### Unit description

Challenges exist in designing urban places to render them more productive, vibrant and sustainable. This unit studies how people respond to these challenges, individually and collectively, influencing the sustainability and liveability of places into the future. While all places are subject to changes produced by economic, demographic, social, political and environmental processes, the outcomes of these processes vary depending on local responses, adaptations and planning practices.

Urban planning involves a range of stakeholders who contribute to decision making and the planning process. Students examine how governments, planners, communities, interest groups and individuals attempt to address these challenges in order to ensure that places are sustainable. They also investigate the ways in which geographical knowledge and skills can be applied to identify and address these challenges. The present and future needs of society are addressed by the allocation and reallocation of land uses, improving infrastructure and transport systems and enhancing amenities to meet the needs of the population as perceived by the different perspectives of the various stakeholders.

##### Minimum Entry Requirements

Recommended C grade or higher in ATAR Geography Unit 1 and 2

##### Estimated Costs

\$100 plus text and revision guide (includes excursions)

##### Proposed Excursions

Two one day excursions

Students are eligible to attend Humanities and Social Science school tours

##### Further Study

University

TAFE

## Careers

Agricultural and Resource Economist, Geologist, Agricultural Scientist, Geophysicist, Agricultural Technical Officer, Historian, Air Force Officer, Hydrographer, Anthropologist, Hydrographic Surveyor, Archaeologist, Hydrologist, Architect, Land Economist, Army Officer, Landscape Architect, Cartographer, Market Researcher, Civil Engineer, Meteorologist, Civil Engineering, Technologist, Mine Surveyor, Demographer, Mining Engineer, Ecologist, Natural Resource Manager, Environmental Scientist, Navy Officer, Farm Manager, Park Ranger, Farmer, Pilot, Foreign Affairs and Trade Officer, Public Servant, Forest Technical Officer, Real Estate Agent, Forester, Sociologist, Geographer, Surveyor, Geographic Information Systems Officer, Urban and Regional Planner, Geological Engineer.

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/geography](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/geography)

## HUMANITIES & SOCIAL SCIENCES LEARNING AREA

### **GENERAL Modern History**

Course code GEHIM (Year 11)

Run as combined units in a full year course

#### **Unit 1**

##### **People, place and time**

This unit allows students to become aware of the broad sweep of history and our place within the historical narrative. Students become aware of the values, beliefs and traditions within a society, the continuity between different societies and different time periods, and the importance of individuals within a time period.

#### **Unit 2**

##### **Power and authority**

Students learn that societies consist of individuals and institutions that have various types of power and authority and that these interact with each other. Students learn how power and authority is distributed throughout a group or society, that individuals and groups seek to influence the structures of power and authority and the difficulties of using these structures in a just or equitable manner. In learning about the structures and institutions of societies, they make comparisons and judgements about other societies and their own society.

#### **Minimum Entry Requirements**

Recommended C grade in Year 10 Humanities and Social Science

#### **Further Study**

General Modern History Year 12, TAFE

#### **Estimated Cost**

\$50.00 per year (plus excursion cost)

#### **Proposed Excursions**

Two one-day excursions

Students are eligible to attend Humanities and Social Sciences tours

#### **Careers**

Administrative Assistant, Public Servant, Law Clerk, Religious Leader, Assistant Tour Guide, Museum Attendant, Tourist Information Officer, Parliamentarian, Writer, Records and Information Manager, Library Technician, Tour Guide, Museum Officer.

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/modern-history](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/modern-history)

## HUMANITIES & SOCIAL SCIENCES LEARNING AREA

### ATAR Modern History

Course Code AEHIM (Year 11)

Run as combined units in a full year course

#### Unit 1

##### Understanding the modern world

This unit examines developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. Students examine **one** development or turning point that has helped to define the modern world. Students explore crucial changes, for example, the application of reason to human affairs; the transformation of production, capitalism and consumption, transport and communications; the challenge to social hierarchy and hereditary privilege, and the assertion of inalienable rights; and the new principles of government by consent. Through their studies, students explore the nature of the sources for the study of modern history and build their skills in historical method through inquiry. The key conceptual understandings covered in this unit are: what makes an historical development significant; the changing nature and usefulness of sources; the changing representations and interpretations of the past; and the historical legacy of these developments for the Western world and beyond.

#### Unit 2

##### Movements for change in the 20th century

This unit examines significant movements for change in the 20th century that led to change in society, including people's attitudes and circumstances. These movements draw on the major ideas described in Unit 1, have been connected with democratic political systems, and have been subject to political debate. Through a detailed examination of **one** major 20th century movement, students investigate the ways in which individuals, groups and institutions have challenged existing political structures, accepted social organisation, and prevailing economic models, to transform societies. The key conceptual understandings covered in this unit are: the factors leading to the development of movements; the methods adopted to achieve effective change; the changing nature of these movements; and changing perspectives of the value of these movements and how their significance is interpreted.

#### Minimum Entry Requirements

A or B grade in Year 10 Humanities.

#### Estimated Cost

\$85.00 plus texts (includes excursion) plus texts

#### Excursions

A one-day excursion

Students are eligible to attend Humanities and Social Sciences Senior School tours.

#### Further Study

ATAR Modern History Year 12

University

TAFE

**Careers**

Anthropologist, Lawyer, Archaeologist, Librarian, Archivist, Museum Curator, Arts Administrator, Parliamentarian, Conservator, Political Scientist, Criminologist, Public Servant, Cultural Heritage Officer, Publisher, Editor, Records and Information Manager, Foreign Affairs and Trade Officer, Religious Leader, Historian, Research Officer, Industrial Relations Officer, Sociologist, Journalist, Writer.

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/modern-history](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/modern-history)

## HUMANITIES & SOCIAL SCIENCES LEARNING AREA

### GENERAL Modern History

Course Code GTHIM (Year 12)

Run as combined units in a full year course

#### Unit 3

##### Societies and change

###### Unit description

Students learn about the evolving nature of societies and the various forces for continuity and change that exist. Students learn that some values, beliefs and traditions are linked to the identity of a society. They also learn that, in any period of change, there are those individuals and institutions that support change, but others that oppose it, and that there are different interpretations of the resultant society.

#### Unit 4

##### Historical trends and movements

###### Unit description

Students learn that, throughout history, there have been events, ideas, beliefs and values that have contributed to underlying historical trends and movements. Students learn that historical trends and movements have particular underlying ideas, that different methods and strategies are used to achieve change, and that there are consequences for continuity and change. Some perspectives are omitted and others emphasised, both during the period of the trend or movement and subsequent to the trend or movement.

##### Minimum Entry Requirements

C Grade in GENERAL Modern History Unit 1 and 2

##### Estimated Costs

\$50 plus excursion costs

##### Proposed Excursions

2 one day excursions

Students are eligible to attend Humanities and Social Science school tours

##### Further Studies

TAFE

##### Careers

Administrative Assistant, Public Servant, Law Clerk, Religious Leader, Assistant Tour Guide, Museum Attendant, Tourist Information Officer, Parliamentarian, Writer, Records and Information Manager, Library Technician, Tour Guide, Museum Officer.

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/modern-history](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/modern-history)



## HUMANITIES & SOCIAL SCIENCES LEARNING AREA

### ATAR Modern History

Course Code ATHIM (Year 12)

Run as combined units in a full year course

#### Unit 3

##### Modern nations in the 20th century

##### Unit description

This unit examines the characteristics of modern nations in the 20th century; the crises that confronted nations, their responses to these crises and the different paths nations have taken to fulfil their goals. Students study the characteristics of **one** nation. Students investigate crises that challenged the stability of government, the path of development that was taken and the social, economic and political order that was either established or maintained. Students examine the ways in which the nation dealt with internal divisions and external threats. They emerge with a deeper understanding of the character of a modern nation. The key conceptual understandings covered in this unit are the reliability and usefulness of evidence; cause and effect; continuity and change; significance; empathy; contestability; and changing representations and interpretations.

#### Unit 4

##### The modern world since 1945

##### Unit description

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 emergence of Asia as a significant international political and economic force, and the nature of engagement by and with Australia; the nature of various conflicts and regional and international attempts to create peace and security. Students study **one** of these features. As part of their study, they should follow and make relevant connections with contemporary events. The key conceptual understandings covered in this unit are: causation; continuity and change; historical significance and changing perspectives and interpretations of the past; and contestability.

##### Minimum Entry Requirements

C Grade in ATAR Modern History Unit 1 and 2.

##### Estimated Costs

\$85 plus text and revision guide (excursion included)

##### Proposed Excursions

A one-day excursion

Students are eligible to attend Humanities and Social Science school tours

##### Further Studies

University

TAFE

**Careers**

Anthropologist, Lawyer, Archaeologist, Librarian, Archivist, Museum Curator, Arts Administrator, Parliamentarian, Conservator, Political Scientist, Criminologist, Public Servant, Cultural Heritage Officer, Publisher, Editor, Records and Information Manager, Foreign Affairs and Trade Officer, Religious Leader, Historian, Research Officer, Industrial Relations Officer, Sociologist, Journalist, Writer.

For more information, go to the following link: [wace1516.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/modern-history](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/modern-history)

## HUMANITIES & SOCIAL SCIENCES LEARNING AREA

### ATAR Politics and Law

Course Code AEPAL (Year 11)

Run as combined units in a full year course

#### Unit 1

##### Democracy and the rule of law

This unit examines the principles of a liberal democracy; the legislative, executive and judicial structures and processes of Australia's political and legal system; the functioning of a non-democratic system; and the processes of a non-common law system.

Political and legal developments and contemporary issues (the last three years) are used to provide a framework for the unit.

#### Unit 2

##### Representation and justice

This unit examines the principles of fair elections; the electoral and voting systems in Australia since Federation, making reference to a recent (the last ten years) election in Australia; the electoral system of another country; an analysis of the civil and criminal law processes in Western Australia; and an analysis of a non-common law system.

Political and legal developments and contemporary issues are used to provide a framework for the unit.

### Minimum Entry Requirements

A or B grade in Year 10 Humanities.

### Cost

\$85.00 plus texts (includes materials and excursion)

### Excursions

A one-day excursion

Students are eligible to attend Humanities and Social Science tours

### Further Study

ATAR Politics and Law Year 12

University

TAFE

### Careers

Advertising, Marketing Officer, Economist, Market Researcher, Parliamentarian, Police Officer – WA Police and Australian Federal Police, Political Scientist, Probation and Parole Officer, Community Worker, Psychologist, Public Relations Officer, Public Servant, Court Officer, Records Officer, Criminologist, Research Officer, Foreign Affairs and Trade Officer, Teacher, Historian, Trade Union Official, Training Officer, Human Resources Officer, University Lecturer, Industrial Relations Officer, Journalist, Lawyer, Writer, Librarian, Management Consultant.

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/politics-and-law](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/politics-and-law)

## HUMANITIES & SOCIAL SCIENCES LEARNING AREA

### **ATAR Politics and Law**

Course Code ATPAL (Year 12)

Run as combined units in a full year course

#### **Unit 3**

##### **Political and legal power**

###### **Unit description**

This unit examines various aspects of the political and legal system established by the Commonwealth Constitution (Australia), including the roles and powers of the legislative, executive and judicial branches of government, with a comparison to a non-Westminster system; the influence of individuals, political parties and pressure groups on the law making process of parliament and the courts; and the operation of federalism and the balance of power between the Commonwealth and the States in Australia.

#### **Unit 4**

##### **Accountability and rights**

###### **Unit description**

This unit examines the structures, processes and procedures of accountability in relation to the legislative, executive and judicial branches of government in Australia; how rights are protected, and democratic principles can be upheld and/or undermined, in Australia and one other country; and the experience of a particular group with respect to their political and legal rights in Australia.

#### **Minimum Entry Requirements**

C Grade in ATAR Politics and Law Unit 1 and 2.

#### **Estimated Costs**

\$85 plus text and revision guide (includes excursion)

#### **Proposed excursions**

A one-day excursion

Students are eligible to attend Humanities and Social Science school tours

#### **Further studies**

University

#### **Careers**

Advertising, Marketing Officer, Economist, Market Researcher, Parliamentarian, Police Officer – WA Police and Australian Federal Police, Political Scientist, Probation and Parole Officer, Community Worker, Psychologist, Public Relations Officer, Public Servant, Court Officer, Records Officer, Criminologist, Research Officer, Foreign Affairs and Trade Officer, Teacher, Historian, Trade Union Official, Training Officer, Human Resources Officer, University Lecturer, Industrial Relations Officer, Journalist, Lawyer, Writer, Librarian, Management Consultant.

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/politics-and-law](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/politics-and-law)

## HUMANITIES & SOCIAL SCIENCES LEARNING AREA

### General Psychology

Course Code GEPSY (Year 11)

Run as combined units in a full year course

#### Unit 1

This unit provides a general introduction to personality and intelligence and seeks to explain how individuals are influenced by their surroundings. Students explore a number of influential theories used to describe and/or explain personality such as Freud's psychodynamic approach and Eysenck's trait theory. A range of intelligence theories are reviewed, and cultural influences with respect to intelligence testing and child-rearing are examined. Beyond the individual, the impact of others on behaviour is a key focus. Students examine different agents of socialisation, focusing on the impact of parenting style on behaviour. Types of communication and the role of verbal and non-verbal communication in initiating, maintaining and regulating relationships are studied. Students are introduced to qualitative and quantitative methods of data collection and explore fundamental ethical considerations in research including informed consent and voluntary participation.

#### Unit 2

This unit introduces students to the human brain, focusing on the major parts. Students explore the impact of factors influencing behaviour, emotion and thought, including heredity, hormones, physical activity and psychoactive drugs. The scientific study of development is an important component of psychology. Students review physical, cognitive, social and emotional development and the role of nature and nurture. Erikson's stages of psychosocial development are examined as students learn about the impact of external factors on personality development. Students examine the impact of group size on behaviour and look at the influence of culture in shaping attitudes towards issues such as mental illness and disability. Students interpret descriptive data such as mean and range. They use this data to create tables, graphs and diagrams and draw conclusions using patterns observed in the data.

#### Minimum Entry Requirements

C grade in Humanities and Social Sciences Year 10 is recommended

#### Estimated Cost

\$50.00 plus excursion costs

#### Proposed Excursions

A one-day excursion

#### Further Studies

Year 12 General Psychology

TAFE

#### Careers

Counsellor, Police Officer - State, Court Officer, Probation and Parole Officer, Education Aide, Human Resources Officer, Recruitment Consultant, Indigenous Community Liaison Officer, Religious Leader, Community Worker, Correctional Officer, Family Day Care Educator, Youth Worker

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/science/psychology](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/science/psychology)

# HUMANITIES & SOCIAL SCIENCES LEARNING AREA

## ATAR Psychology

Course code AEPSY (Year 11)

Run as combined units in a full year course

### Unit 1

This unit focuses on a number of concepts that enable students to gain an understanding of how and why people behave the way they do. Students are introduced to the human brain, focusing on the major parts and lobes of the cerebral cortex, and review case studies, illustrating the link between the brain and behaviour. They also explore the impact of external factors, such as physical activity and psychoactive drugs, on individuals' behaviour. Cognitive processes, such as sensation and perception and selective and divided attention, are investigated. The impact of others on behaviour is also studied. Students examine different types of relationships and look at the role of verbal and non-verbal communication in initiating, maintaining and regulating relationships. Students are introduced to ethics in psychological research and carry out investigations, following the steps in conducting scientific research. They identify the aims of psychological investigations and apply appropriate structure to sequence data using correctly labelled tables, graphs and diagrams.

### Unit 2

This unit introduces students to developmental psychology by looking at the concept of average development and changes expected as people age. They analyse twin and adoption studies to gain insight into the nature/nurture debate and look at the role of play in assisting development. Students explore what is meant by the term personality and examine several historical perspectives used to explain personality such as Freud's psychodynamic approach. Students investigate the influence of others on self-concept, identity and attitudes. They explore the behaviours observed within groups, such as de-individuation and social loafing, and causes of prejudice. Psychological research methods introduced in Unit 1 are further explored.

### Minimum Entrance Requirements

A or B grade in Year 10 English, Mathematics, Humanities and Science

### Estimated Cost

\$100 plus textbook (includes excursions)

### Proposed Excursions

A one-day excursion

Students are eligible to attend Humanities and Social Sciences tours.

### Further Studies

ATAR Psychology Year 12

University

TAFE

### Careers

Counsellor, Police Officer - State, Court Officer, Probation and Parole Officer, Education Aide, Human Resources Officer, Recruitment Consultant, Indigenous Community Liaison Officer, Religious Leader, Community Worker, Correctional Officer, Family Day Care Educator, Youth Worker

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/science/psychology](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/science/psychology)

## HUMANITIES & SOCIAL SCIENCES LEARNING AREA

### GENERAL Psychology

Course Code GTPSY (Year 12)

Run as combined units in a full year course

#### Unit 3

##### Unit description

This unit expands on personality theories studied in Unit 1 by introducing students to important theorists including Bandura, Pavlov and Skinner. Students apply knowledge and understandings to explore how personality can shape motivation and performance. An analysis of the use of personality testing by organisations is undertaken. Students are introduced to different states of consciousness and the role of sensation, perception and attention in organising and interpreting information. Factors which determine friendships and conflict resolution are explored. Students expand on their knowledge of ethics in psychological research by examining the role of deception in experiments. Key terminology, such as sample and populations, are defined and an understanding of experimental and control groups is acquired.

#### Unit 4

##### Unit description

In this unit, the functions of the four lobes of the cerebral cortex are examined. Brain scanning techniques and relevant case studies are used to illustrate the link between the brain and behaviour. In developmental psychology, students learn about Piaget's theory of cognitive development and Kohlberg's theory of moral development. Group behaviours, including conformity, group polarisation and the bystander effect, are studied. The causes of prejudice and ways of reducing prejudice are explored. Students continue to develop and apply their understanding of psychological research and data collection methods.

##### Minimum Entry Requirements

C Grade in GENERAL Psychology Unit 1 and 2

##### Estimated Costs

\$50 plus excursion costs

##### Proposed Excursions

A one-day excursion

Students are eligible to attend Humanities and Social Science school tours

##### Further education

TAFE

##### Careers

Counsellor, Police Officer - State, Court Officer, Probation and Parole Officer, Education Aide, Human Resources Officer, Recruitment Consultant, Indigenous Community Liaison Officer, Religious Leader, Community Worker, Correctional Officer, Family Day Care Educator, Youth Worker

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/science/psychology](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/science/psychology)

## HUMANITIES & SOCIAL SCIENCES LEARNING AREA

### ATAR Psychology

Course Code ATPSY (Year 12)

Run as combined units in a full year course

#### Unit 3

##### Unit description

The focus of this unit is to introduce new concepts which assist students to have a better understanding of human behaviour. In this unit, students study the functions of the four lobes of the cerebral cortex and examine how messages are transmitted from the brain to the body. They focus on how behaviour is influenced by learning, by reviewing classical and operant conditioning, negative and positive reinforcement and observational learning. They further expand their knowledge and understanding by examining behaviour that is not influenced by learning, such as heredity, hormones and recreational drugs. Students learn about the impact of others on individual behaviour. They examine the socialisation processes observed within families and explore how social background and gender can shape communication styles. They expand on their knowledge of ethics in psychological research by considering the role of the experimenter and participants' rights such as privacy and anonymity. Students engage in detailed investigations of experimental methods, noting practical issues associated with research and its application.

#### Unit 4

##### Unit description

In this unit, students are introduced to theories of development, including Piaget's theory of cognitive development and Kohlberg's theory of moral development. They review contemporary personality theories and their limitations and analyse the causes of conformity and obedience by investigating the results of famous experiments conducted by Asch, Milgram and Zimbardo. They also gain an understanding into factors that shape a sense of community and explore the varied responses individuals have to significant events. Students continue to develop their understanding and application of psychological research methods. They manipulate dependent and independent variables to test hypotheses and use statistical significance to draw conclusions.

##### Minimum Entry requirements

C Grade in ATAR Psychology Unit 1 and 2.

##### Estimated Costs

\$100 plus text and revision guide (includes excursion)

##### Proposed Excursions

A one-day excursion

Students are eligible to attend Humanities and Social Science school tours

##### Further education

University

TAFE/TAFE



**Careers**

Market Researcher, Anthropologist, Career Development Practitioner, Community Worker, Psychologist, Consumer Scientist, Public Relations Officer, Counsellor, Public Servant, Records Officer, Criminologist, Recruitment Consultant, Rehabilitation Counsellor, Disability Services Instructor, Religious Leader, Research Officer, Environmental Health Officer, Social Worker, Teacher, Health Promotion Officer, Human Resources Officer, University Lecturer, Welfare Worker, Writer, Youth Worker.

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/science/psychology](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/science/psychology)

## HUMANITIES & SOCIAL SCIENCES LEARNING AREA

Registered Training Organisation: Skills Strategies  
International  
RTO Code: 2401



### **SIT20122 Certificate II in Tourism** (Year 11 and 12) Vocational Pathway

This certificate is delivered by Kalamunda SHS teachers in partnership with a Registered Training Organisation (RTO).

#### **Course Outline**

Students will learn about working in the travel and tourism industry. This qualification provides a pathway to work in many tourism and travel industry sectors and for a diverse range of employers including travel agencies, tour wholesalers, tour operators, attractions, cultural and heritage sites, and any small tourism business.

A large part of this course involves students developing customer service skills, providing presentations to build confidence and learn how to interact with different cultures in the workplace. Students will learn how to work effectively with others and resolve conflict as well working safely within the office environment.

All units have a variety of learning activities these include; team work activities, scenarios, role play, collaborative learning, independent learning and unit tests.

Students can complete their Responsible Service of Alcohol (RSA) qualification.

#### **Units of Competency**

- BSBTEC201 - Use business software applications
- BSBTWK201 - Work effectively with others
- SIRXPDK001 - Advise on products and services
- SITHFAB021 - Provide responsible service of alcohol
- SITTIND003 - Source and use information on the tourism and travel industry
- SITXCCS009 - Provide customer information and assistance
- SITXCCS010 - Provide visitor information
- SITXCCS011 - Interact with customers
- SITXCOM007 - Show social and cultural sensitivity
- SITXCOM008 - Provide a briefing or scripted commentary
- SITXWHS005 - Participate in safe work practices

#### **Minimum Entry Requirements**

Advisable to have achieved at least a "C" Grade in an English subject in Year 10

#### **Further Study**

TAFE - Certificate III/Diploma of Tourism/Certificate III Hospitality/Certificate III Event Management

**Estimated cost**

\$120.00 including excursion and RSA

Note: It is not recommended that students undertaking this course enrol in SIT20316 Certificate II in Hospitality due to the duplicity within units of competency across the two courses i.e., seven (7) units of competency in common.

## HUMANITIES & SOCIAL SCIENCES LEARNING AREA

Registered Training Organisation: Skills Strategy.  
RTO Code: 40548



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

(Year 11 and 12)  
Vocational Pathway

This certificate is delivered by Kalamunda SHS teachers in partnership with a registered training organisation (RTO).

#### **Qualification Description**

This qualification reflects the role of individuals in a variety of entry-level Business Services job roles. These individuals may be starting out in the workforce.

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

These individuals carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills. They perform a range of administration tasks using practical skills and operational knowledge in a defined context. At KSHS this mainly refers to a business context and students will discuss and refer to small business organisation and procedures.

#### **Course Outline**

To attain the BSB20120 Certificate II or III in Business 12 units must be achieved:

- 1 core unit; plus
- 11 electives units.

#### **Units of Competency:**

BSBCMM211	- Apply communication skills
BSBCRT201	- Develop and apply thinking and problem solving skills
BSBOPS201	- Work effectively in business environments
BSBPEF101	- Plan and prepare for work readiness
BSBPEF201	- Support personal wellbeing in the workplace
BSBPEF202	- Plan and apply time management
BSBSUS211	- Participate in sustainable work practices
BSBTEC201	- Use business software applications
BSBTEC202	- Use digital technologies to communicate in a work environment
BSBWHS211	- Contribute to the health and safety of self and others.

#### **Minimum Entry Requirements**

Advisable to have achieved at least a "C" Grade in an English subject in Year 10

#### **Career Prospects/further education**

Learners have a range of pathways available to them, including Administration Assistant and Office Assistant. They can work in a variety of industry areas including Business, Commerce, Education and more.

Learners can continue their studies post school by completing a range of Certificate III and IV qualifications, including *BSB30120 Certificate III in Business* and *BSB40120 Certificate IV in Business*.

On completion of the Certificate II, students will continue with a Certificate III, which will assist them with future options in employment and further education.

**Further Study**

TAFE Studies

**Estimated Cost**

\$50.00

**Excursions/Additional Requirements**

Nil

# LANGUAGES LEARNING AREA

## 2025 - 2026 PATHWAYS

LANGUAGES	GENERAL/VET	
ITALIAN JAPANESE	Year 11	Year 12
	Cert. III Applied Language	

## LANGUAGES LEARNING AREA

Registered Training Organisation: Ripponlea Institute Pty Ltd.  
RTO Code: 21230



### **11074NAT Certificate III in Applied Language –**

Italian and Japanese Year 11/12  
Vocational Pathway

This certificate is delivered by Kalamunda SHS teachers with enrolment through Ripponlea Institute (21230).

The ability to learn another language enables the learner to communicate and understand a culture on its own terms, and also to bridge the gap between other cultures.

Certificates are issued by the RTO. Satisfactory completion of all requirements of the course may entitle students to attain a nationally accredited certificate. Achievement of these qualifications has boosted student confidence, has the potential to enhance employment opportunities, and has been crucial in assisting students with resumes and portfolios. These courses will be delivered at KSHS by specialist language teachers. This course focuses on the style of language appropriate to the work context.

#### **Course Outline (Year 11)**

Participate in oral interactions in arranging social settings in a culturally appropriate setting  
Give and follow everyday directions and instructions in a range of social settings

#### **Units of Competency**

- NAT11074001 - Conduct routine oral communication for social purposes in a language other than English
- NAT11074002 - Conduct routine workplace oral communication in a language other than English
- NAT11074003 - Read and write routine texts for social purposes in a language other than English
- NAT11074004 - Read and write routine workplace texts in a language other than English

#### **Course Outline (Year 12)**

- Participate in oral interactions in a range of workplace settings in a culturally appropriate manner
- Read routine workplace texts

#### **Minimum Entrance Requirements**

Certificate II in Applied Languages 10297NAT / 10949NAT (Year 10)

#### **Further Studies**

Certificate IV Applied Languages  
Certificate IV Tourism  
Certificate IV in International Business

#### **Estimated Cost**

\$45 plus a textbook

#### **Excursions**

Excursions (eg. Film festival, visiting restaurants, local businesses, industries, and incursions) will incur additional costs.

## MATHEMATICS LEARNING AREA

### 2025 - 2026 PATHWAYS

MATHEMATICS	FOUNDATION		GENERAL/VET		ATAR	
	Year 11	Year 12	Year 11	Year 12	Year 11	Year 12
<b>MATHEMATICS FOUNDATION</b>	FEMAT	FTMAT				
<b>MATHEMATICS ESSENTIALS</b>			GEMAE	GTMAE		
<b>MATHEMATICS APPLICATIONS</b>					AEMAA	ATMAA
<b>MATHEMATICS METHODS</b>					AEMAM	ATMAM
<b>MATHEMATICS SPECIALIST</b>					AEMAS	ATMAS



## MATHEMATICS LEARNING AREA

### FOUNDATION Mathematics MATHEMATICS FOUNDATION

Course Code FEMAT (Year 11)

This course focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the WACE. It provides students with the knowledge, skills and understanding to solve problems across a range of contexts, including personal, community and workplace/employment. This course provides the opportunity for students to prepare for post-school options of employment and further training.

#### Rationale

In the Mathematics Foundation course, the main emphasis is on developing students' capacity, disposition and confidence to use functional numeracy in their personal life and workplace. The Mathematics Foundation course uses a practical approach and provides students with a variety of opportunities to apply mathematical concepts across a range of everyday situations.

The Mathematics Foundation course recognises some students have significant gaps in basic mathematical understanding and application by the time they enter Senior School. However, these same students have the potential to learn, especially when involved in a learning program which connects with their current experience and knowledge. The course focuses on functional numeracy embedded in familiar and meaningful contexts which are relevant to young adults.

Numeracy involves understanding and applying mathematical skills related to:

- number and relationships between numbers
- measurement in the physical world
- gathering, representing, interpreting, and analysing data
- spatial sense and geometric reasoning
- chance processes.

It also involves understanding when to use mathematics and whether an estimate or an accurate answer is required; extracting the mathematical information from the context, and choosing the appropriate mathematics to use. Numeracy requires reflecting on and evaluating the use of the mathematics, and being able to represent and communicate the mathematical results.

#### Entry Requirements

Students who have NOT demonstrated the minimum standard in the numeracy component of the OLNA are eligible to enrol in the Mathematics Foundation course and other List B Foundation courses. Refer to the WACE Manual for further information regarding eligibility.

#### Further Study

Successful completion of OLNA in Year 11 will result in progress towards Mathematics Essentials in Year 12. Failing to successfully complete OLNA will mean continuation of this course for units 3 and 4 in Year 12.

#### Estimated Cost

\$50 which will cover a scientific calculator plus course fees.

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/mathematics](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/mathematics)

## MATHEMATICS LEARNING AREA

### FOUNDATION Mathematics

#### MATHEMATICS FOUNDATION

Course Code FTMAT (Year 12)

This course focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the WACE. It provides students with the knowledge, skills and understanding to solve problems across a range of contexts, including personal, community and workplace/employment. This course provides the opportunity for students to prepare for post-school options of employment and further training.

In the Mathematics Foundation course, the main emphasis is on developing students' capacity, disposition and confidence to use functional numeracy in their personal life and workplace. This Mathematics Foundation course uses a practical approach and provides students with a variety of opportunities to apply mathematical concepts across a range of everyday situations. The Mathematics Foundation course recognises some students have significant gaps in basic mathematical understanding and application by the time they enter Senior School. However, these same students have the potential to learn, especially when involved in a learning program which connects with their current experience and knowledge. The course focuses on functional numeracy embedded in familiar and meaningful contexts which are relevant to young adults. Numeracy involves understanding and applying mathematical skills related to:

- number and relationships between numbers
- measurement in the physical world
- gathering, representing, interpreting, and analysing data
- spatial sense and geometric reasoning
- chance processes. It also involves drawing on knowledge of the context in deciding when to use mathematics and whether an estimate or an accurate answer is required; extracting the mathematical information from the context and choosing the appropriate mathematics to use. Numeracy requires reflecting on and evaluating the use of the mathematics and being able to represent and communicate the mathematical results.

#### Entry Requirements

Students who have NOT demonstrated the minimum standard in the numeracy component of the OLNA are eligible to enrol in the Mathematics Foundation course and other List B Foundation courses. Refer to the WACE Manual for further information regarding eligibility.

#### Estimated Cost

\$50 which will cover a scientific calculator, plus course fees.

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/mathematics](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/mathematics)

## MATHEMATICS LEARNING AREA

### GENERAL Mathematics

#### MATHEMATICS ESSENTIAL

Course Code GEMAE (Year 11)

Run as combined units in a full year course

##### Unit 1

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. Students further develop the use of the mathematical thinking process and apply the statistical investigation process. The statistical investigation process should be explicitly taught in conjunction with the statistical content within this unit. Teachers are advised to apply the content of the four topics in this unit: Representing and comparing data; Percentages; Rates and ratios; and Time and motion, in a context which is meaningful and of interest to their students. Possible contexts for this unit are Transport and Independent living.

It is assumed that students will be taught this course with an extensive range of technological applications and techniques. The ability to be able to choose when or when not to use some form of technology and to be able to work flexibly with technology are important skills.

The number formats for the unit are whole numbers, decimals, fractions and percentages, rates and ratios.

##### Unit 2

This unit provides students with the mathematical skills and understanding to solve problems relating to calculations, applications of measurement, the use of formulas to find an unknown quantity and the interpretation of graphs. Throughout this unit, students use the mathematical thinking process. This process should be explicitly taught in conjunction with the unit content. Teachers are advised to apply the content of the four topics in this unit: Basic calculations, percentages and rates; Algebra; Measurement; and Graphs, in contexts which are meaningful and of interest to their students. Possible contexts for this unit are Earning and managing money and Nutrition and health.

It is assumed that an extensive range of technological applications and techniques will to be used in teaching this unit. The ability to choose when or when not to use some form of technology, and the ability to work flexibly with technology, are important skills.

The number formats for the unit are whole numbers, decimals, common fractions, common percentages, square and cubic numbers written with powers.

##### Minimum Entry Requirements

Completion of Year 10 Mathematics at Kalamunda Senior High School with a recommended 'C' grade and a pass at OLNA

##### Further Study

Mathematics Essential Year 12

##### Estimated Cost

\$100 which will cover a scientific calculator, textbook (Nelson Senior Maths Essentials 11 Units 1 and 2 [Thomson and Binns, 2<sup>nd</sup> edition for WA] plus course fees.

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/mathematics/mathematics-essential](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/mathematics/mathematics-essential)

## MATHEMATICS LEARNING AREA

### General Mathematics

#### MATHEMATICS Essential

Course Code GTMAE (Year 12)

(Units 3 & 4 run as a combined course)

#### 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. Teachers are encouraged to apply the content of the four topics in this unit: Measurement; Scales, plans and models; Graphs in practical situations; and Data Collection, in a context which is meaningful and of interest to the students. A variety of approaches could be used to achieve this purpose. Possible contexts for this unit are Construction and Design, and Medicine.

It is assumed that an extensive range of technological applications and techniques will be used in teaching this unit. The ability to choose when, and when not, to use some form of technology, and the ability to work flexibly with technology, are important skills.

The number formats for the unit are positive and negative numbers, decimals, fractions, percentages, rates, ratios, square and cubic numbers written with powers and square roots.

#### 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.

Teachers are advised to apply the content of the three topics in this unit: Probability and relative frequencies; Earth geometry and times zones; and Loans and compound interest, in a context which is meaningful and of interest to the students. Possible contexts for this unit are Finance, and Travel. It is assumed that an extensive range of technological applications and techniques will be used in teaching this unit. The ability to choose when, and when not, to use some form of technology, and the ability to work flexibly with technology, are important skills.

The number formats for the unit are positive and negative numbers, decimals, fractions, percentages, rates, ratios and numbers expressed with integer powers.

#### Minimum Entry Requirements

Successful completion of Mathematics Essential Units 1 and 2 at grade C or above

#### Estimated Cost

\$100 which will cover the cost of a scientific calculator (already owned from year 11), textbook (Nelson Senior Maths Essentials Units 3 and 4 [Binns and Thomson, 2<sup>nd</sup> edition for WA] and course fees.

For further information, go to:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/mathematics/mathematics-essential](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/mathematics/mathematics-essential)

# MATHEMATICS LEARNING AREA

## ATAR Mathematics MATHEMATICS APPLICATIONS

Course Code AEMAA (Year 11)

Units 1 & 2 Run as a combined course

### Unit 1

This unit has three topics: 'Consumer Arithmetic', 'Algebra and Matrices', and 'Shape and Measurement'.

'Consumer Arithmetic' reviews the concepts of rate and percentage change in the context of earning and managing money and provides a fertile ground for the use of spread sheets.

'Algebra and Matrices' continues the Year 7–10 curriculum study of algebra and introduces the topic of matrices. The emphasis of this topic is the symbolic representation and manipulation of information from real-life contexts using algebra and matrices.

'Shape and Measurement' builds on and extends the knowledge and skills students developed in the Year 7–10 Curriculum, with the concept of similarity and associated calculations involving simple geometric shapes. The emphasis in this topic is on applying these skills in a range of practical contexts, including those involving three-dimensional shapes.

Classroom access to the technology necessary to support the computational aspects of the topics in this unit is assumed.

### Unit 2

This unit has three topics: 'Univariate data analysis and the statistical process', 'Linear equations and their graphs', and 'Applications of trigonometry'.

'Univariate data analysis and the statistical process' develops students' ability to organise and summarise univariate data in the context of conducting a statistical investigation.

'Linear equations and their graphs' uses linear equations and straight-line graphs, as well as linear-piece-wise and step graphs to model and analyse practical situations.

'Applications of trigonometry' extends students' knowledge of trigonometry to solve practical problems involving non-right-angled triangles in both two and three dimensions, including problems involving the use of angles of elevation and depression and bearings in navigation.

Classroom access to the technology necessary to support the graphical, computational and statistical aspects of this unit is assumed.

### Minimum Entry Requirements

Completion of Year 10 Mathematics with a grade of A or B.

**Further Study**

Mathematics Applications Year 12  
TAFE /University entrance

**Note: Although University qualification is possible there is severe downward moderation of this course.**

**Estimated Cost**

\$350 including course fees. Students will be required to purchase a CASIO ClassPad calculator (approx. \$250) plus the textbook (Cambridge Mathematics Applications for WA Units 1 and 2 [Jones et al] and revision guide series)

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/mathematics/mathematics-applications](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/mathematics/mathematics-applications)

## MATHEMATICS LEARNING AREA

### ATAR Mathematics

#### MATHEMATICS APPLICATIONS

Course Code ATMAA (Year 12)

(Units 3 & 4 run as a combined course)

##### Unit 3

This unit has three topics: 'Bivariate data analysis', 'Growth and decay in sequence', and 'Graphs and networks'.

'Bivariate Data Analysis' introduces students to some methods for identifying, analysing and describing associations between pairs of variables, including the use of the least-squares method as a tool for modelling and analysing linear associations. The content is to be taught within the framework of the statistical investigation process.

'Growth and Decay in Sequences' employs recursion to generate sequences that can be used to model and investigate patterns of growth and decay in discrete situations. These sequences find application in a wide range of practical situations, including modelling the growth of a compound interest investment, the growth of a bacterial population, or the decrease in the value of a car over time. Sequences are also essential to understanding the patterns of growth and decay in loans and investments that are studied in detail in Unit 4.

'Graphs and Networks' introduces students to the language of graphs and the ways in which graphs, represented as a collection of points and interconnecting lines, can be used to model and analyse everyday situations, such as a rail or social network.

Classwork access to technology to support the graphical and computational aspects of these topics is assumed.

##### Unit 4

This unit has three topics: 'Time Series Analysis', 'Loans, Investments and Annuities', and 'Networks and Decision Mathematics'.

'Time Series Analysis continues students' study of statistics by introducing them to the concepts and techniques of time series analysis. The content is to be taught within the framework of the statistical investigation process.

'Loans, Investments and Annuities' aims to provide students with sufficient knowledge of financial mathematics to solve practical problems associated with taking out or refinancing a mortgage and making investments.

'Networks and Decision Mathematics' uses networks to model and aid decision making in practical situations.

Classroom access to the technology necessary to support the graphical, computational and statistical aspects of this unit is assumed.

**Minimum Entry Requirements**

Successful completion of Year 11 Mathematics Applications Units 1 and 2 at grade C or above

**Estimated Cost**

\$150 including course fees. Students should already own a scientific calculator and CASIO Classpad from Year 11. Costs cover the purchase of the textbook, Cambridge Mathematics Applications for WA Units 3 and 4 [Jones et al] and course revision guide series.

For further information, go to:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/mathematics/mathematics-applications](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/mathematics/mathematics-applications)



## MATHEMATICS LEARNING AREA

### ATAR Mathematics

#### MATHEMATICS METHODS

Course Code AEMAM (Year 11)  
(Units 1 & 2 run as a combined course)

##### Unit 1

This unit begins with a review of the basic algebraic concepts and techniques required for a successful introduction to the study of calculus. The basic trigonometric functions are then introduced. Simple relationships between variable quantities are reviewed, and these are used to introduce the key concepts of a function and its graph. The study of inferential statistics begins in this unit with a review of the fundamentals of probability and the introduction of the concepts of counting, conditional probability and independence. Access to technology to support the computational and graphical aspects of these topics is assumed.

##### Unit 2

The algebra section of this unit focuses on exponentials. Their graphs are examined and their applications in a wide range of settings are explored. Arithmetic and geometric sequences are introduced and their applications are studied. Rates and average rates of change are introduced, and this is followed by the key concept of the derivative as an 'instantaneous rate of change'. These concepts are reinforced numerically, by calculating difference quotients both geometrically as slopes of chords and tangents, and algebraically. Calculus is developed to study the derivatives of polynomial functions, with simple application of the derivative to curve sketching, the calculation of slopes and equations of tangents, the determination of instantaneous velocities and the solution of optimisation problems. The unit concludes with a brief consideration of anti-differentiation.

##### Minimum Entry Requirements

Completion of Year 10A Mathematics with a pathway grade of A or B

##### Further Study

Mathematics Methods in Year 12  
TAFE /University entrance

##### Estimated Cost

\$350 including course fees. Students will be required to purchase a CASIO ClassPad calculator (approx. \$250) plus the textbook (Cambridge Mathematics Methods for WA Units 1 and 2 [Evans and Jones] and revision guide series)

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/mathematics/mathematics-methods](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/mathematics/mathematics-methods)

## MATHEMATICS LEARNING AREA

### ATAR Mathematics MATHEMATICS METHODS

Course Code ATMAM (Year 12)  
(Units 3 & 4 run as a combined course)

#### Unit 3

The study of calculus continues with the derivatives of exponential and trigonometric functions and their applications, together with some differentiation techniques and applications to optimisation problems and graph sketching. It concludes with integration, both as a process that reverses differentiation and as a way of calculating areas. The fundamental theorem of calculus as a link between differentiation and integration is emphasised. In statistics, discrete random variables are introduced, together with their uses in modelling random processes involving chance and variation. This supports the development of a framework for statistical inference.

Access to technology to support the computational aspects of these topics is assumed.

#### Unit 4

The calculus in this unit deals with derivatives of logarithmic functions. In probability and statistics, continuous random variables and their applications are introduced and the normal distribution is used in a variety of contexts. The study of statistical inference in this unit is the culmination of earlier work on probability and random variables. Statistical inference is one of the most important parts of statistics, in which the goal is to estimate an unknown parameter associated with a population using a sample of data drawn from that population. In the Mathematics methods ATAR course, statistical inference is restricted to estimating proportions in two-outcome populations.

Access to technology to support the computational aspects of these topics is assumed.

#### Minimum Entry Requirements

Successful completion of Mathematics Methods Units 1 and 2 at grade C or above

#### Estimated Cost

\$150 including course fees. Students should already own a scientific calculator and CASIO Classpad from year 11. Costs cover the purchase of the textbook, Cambridge Mathematics Methods for WA Units 3 and 4 [Evans and Jones] and course revision guide series.

For further information, go to:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/mathematics/mathematics-methods](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/mathematics/mathematics-methods)

## MATHEMATICS LEARNING AREA

### ATAR Mathematics MATHEMATICS SPECIALIST

Course Code AEMAS (Year 11)  
(Units 1 & 2 run as a combined course)

#### Unit 1

Unit 1 of the Mathematics Specialist ATAR course contains three topics: Combinatorics, Vectors in the plane, and Geometry that complement the content of the Mathematical Methods ATAR course. The proficiency strand, Reasoning, of the Year 7–10 Curriculum is continued explicitly in Geometry through a discussion of developing mathematical arguments. While these ideas are illustrated through deductive Euclidean geometry in this topic, they recur throughout all topics in the Mathematics Specialist ATAR course. Geometry also provides the opportunity to summarise and extend students' studies in Euclidean Geometry. An understanding of this topic is of great benefit in the study of later topics in the course, including vectors and complex numbers. Vectors in the plane provides new perspectives for working with two-dimensional space and serves as an introduction to techniques that will be extended to three-dimensional space in Unit 3.

Combinatorics provides techniques that are useful in many areas of mathematics, including probability and algebra. All topics develop students' ability to construct mathematical arguments.

The three topics considerably broaden students' mathematical experience and therefore begin an awakening to the breadth and utility of the course. They also enable students to increase their mathematical flexibility and versatility.

Access to technology to support the computational aspects of these topics is assumed.

#### Unit 2

Unit 2 of the Mathematics Specialist ATAR course contains three topics: Trigonometry, Matrices, and Real and complex numbers.

Trigonometry contains techniques that are used in other topics in both this unit and Unit 3. Real and Complex Numbers provides a continuation of students' study of numbers, and the study of complex numbers is continued in Unit 3. This topic also contains a section on proof by mathematical induction. The study of Matrices is undertaken, including applications to linear transformations of the plane.

Access to technology to support the computational aspects of these topics is assumed.

#### Minimum Entry Requirements

Completion of Year 10A Mathematics with a pathway grade of A

#### Further Study

TAFE /University entrance.

#### Estimated Cost

\$150 including course fees. Students should already own the CASIO Classpad Calculator from Mathematics Methods. Students will be required to purchase the textbook (WA ATAR Mathematics Specialist Units 1&2 [Sadler] and WA ATAR Course Study Guide Mathematics Specialist Year 11 [Greg Hill]).

**Additional Requirements**

Time - This course will require considerable application by students and this fact should be carefully considered when included with studies that require students to be outside the normal school program for extended periods. The onus will be on the student to maintain their course standing.

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/mathematics/mathematics-specialist](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/mathematics/mathematics-specialist)

# MATHEMATICS LEARNING AREA

## ATAR Mathematics MATHEMATICS SPECIALIST

Course Code ATMAS (Year 12)  
(Units 3 & 4 run as a combined course)

### Unit 3

This unit contains three topics: Complex numbers, Functions and sketching graphs and Vectors in three dimensions. The study of vectors was introduced in Unit 1 with a focus on vectors in two-dimensional space. In this unit, three-dimensional vectors are studied and vector equations and vector calculus are introduced, with the latter extending students' knowledge of calculus from the Mathematics methods ATAR course. Cartesian and vector equations, together with equations of planes, enables students to solve geometric problems and to solve problems involving motion in three-dimensional space. The Cartesian form of complex numbers was introduced in Unit 2, and the study of complex numbers is now extended to the polar form.

The study of functions and techniques of graph sketching, begun in the Mathematics Methods ATAR course, is extended and applied in sketching graphs and solving problems involving integration. Access to technology to support the computational aspects of these topics is assumed.

### Unit 4

This unit contains three topics; Integration and applications of integration, Rates of change and differential equations and Statistical inference.

In Unit 4, the study of differentiation and integration of functions continues, and the calculus techniques developed in this and previous topics are applied to simple differential equations, in particular in biology and kinematics. These topics demonstrate the real-world applications of the mathematics learned throughout the Mathematics Specialist ATAR course.

In this unit, all of the students' previous experience working with probability and statistics is drawn together in the study of statistical inference for the distribution of sample means and confidence intervals for sample means.

Access to technology to support the computational aspects of these topics is assumed.

### Minimum Entry Requirements

Successful completion of Mathematics Specialist Units 1 and 2 at grade C or above

### Estimated Cost

\$150 including course fees. Students should already own a scientific calculator and CASIO Classpad from year 11. Costs cover the purchase of the textbook, WA ATAR Maths Specialist Units 3&4 [Sadler] and course revision guide series.

For further information, go to:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/mathematics/mathematics-specialist](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/mathematics/mathematics-specialist)

## SCIENCE LEARNING AREA

### 2025 - 2026 PATHWAYS

SCIENCE	GENERAL/VET		ATAR	
	Year 11	Year 12	Year 11	Year 12
<b>BIOLOGY</b>			AEBLY	ATBLY
<b>CHEMISTRY</b>			AECHE	ATCHE
<b>HUMAN BIOLOGY</b>	GEHBY	GTHBY	AEHBY	ATHBY
<b>SCIENCE IN PRACTICE</b>	GESIP	GTSIP		
<b>PHYSICS</b>			AEPHY	ATPHY
<b>Conservation &amp; Ecosystem Management</b>	CERTIFICATE II			

## SCIENCE LEARNING AREA

### ATAR Biology

Course Code AEBLY (Year 11)

(Units 1 & 2 run as a combined course)

#### Unit 1

##### Ecosystems and biodiversity

The current view of the biosphere as a dynamic system composed of Earth's diverse, interrelated and interacting ecosystems developed from the work of eighteenth and nineteenth century naturalists who collected, classified, measured and mapped the distribution of organisms and environments around the world. In this unit, students investigate and describe a number of diverse ecosystems, exploring the range of biotic and abiotic components to understand the dynamics, diversity and underlying unity of these systems.

Students develop an understanding of the processes involved in the movement of energy and matter in ecosystems. They investigate ecosystem dynamics, including interactions within and between species, and interactions between abiotic and biotic components of ecosystems. They also investigate how measurements of abiotic factors, population numbers and species diversity, and descriptions of species interactions, can form the basis for spatial and temporal comparisons between ecosystems. Students use classification keys to identify organisms, describe the biodiversity in ecosystems, investigate patterns in relationships between organisms, and aid scientific communication.

Fieldwork is an important part of this unit. Fieldwork provides valuable opportunities for students to work together to collect first-hand data and to experience local ecosystem interactions. In order to understand the interconnectedness of organisms, the physical environment and human activity, students analyse and interpret data collected through investigation of a local environment. They will also use sources relating to other Australian, regional and global environments.

#### Unit 2

##### From single cells to multicellular organisms

The cell is the basic unit of life. Although cell structure and function are very diverse, all cells possess some common features: all prokaryotic and eukaryotic cells need to exchange materials with their immediate external environment in order to maintain the chemical processes vital for cell functioning. In this unit, students examine inputs and outputs of cells to develop an understanding of the chemical nature of cellular systems, both structurally and functionally, and the processes required for cell survival. Students investigate the ways in which matter moves and energy is transformed and transferred in the processes of photosynthesis and respiration, and the role of enzymes in controlling biochemical systems.

Multicellular organisms typically consist of a number of interdependent systems of cells organised into tissues, organs and organ systems. Students examine the structure and function of plant and animal systems at cell and tissue levels in order to describe how they facilitate the efficient provision or removal of materials to and from all cells of the organism.

Students use science inquiry skills to explore the relationship between structure and function by conducting real or virtual dissections and carrying out microscopic examination of cells and tissues. Students consider the ethical considerations that apply to the use of living organisms in research. They develop skills in constructing and using models to describe and interpret data about the functions of cells and organisms.

**Minimum Entrance Requirements**

A or B grade in Year 10 Biological Science strand.

**Further Study**

ATAR Biology units 3 & 4

**Estimated Cost**

\$80.00 per year - plus textbook

**Excursions/Additional Requirements**

Academic Associates WACE Study Guide Units 1&2

Excursion to the Zoo (Approximately \$70)

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/science/biology](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/science/biology)



## SCIENCE LEARNING AREA

### ATAR Biology

Course Code ATBLY (Year 12)

(Units 3 & 4 run as a combined Course)

#### Unit 3

##### Continuity of species

Heredity is an important biological principle as it explains why offspring (cells or organisms) resemble their parent cell or organism. Organisms require cellular division and differentiation for growth, development, repair and sexual reproduction. In this unit, students investigate the biochemical and cellular systems and processes involved in the transmission of genetic material to the next generation of cells and to offspring. They consider different patterns of inheritance by analysing the possible genotypes and phenotypes of offspring. Students link their observations to explanatory models that describe patterns of inheritance and explore how the use of predictive models of inheritance enables decision making.

Students investigate the genetic basis for the theory of evolution by natural selection through constructing, using and evaluating explanatory and predictive models for gene pool diversity of populations. They explore genetic variation in gene pools, selection pressures and isolation effects in order to explain speciation and extinction events and to make predictions about future changes to populations.

Through the investigation of appropriate contexts, students explore the ways in which models and theories related to heredity and population genetics, and associated technologies, have developed over time. They investigate the ways in which science contributes to contemporary debate about local, regional and international issues, including evaluation of risk and action for sustainability, and recognise the limitations of science to provide definitive answers in different contexts.

Students use science inquiry skills to design and conduct investigations into how different factors affect cellular processes and gene pools; they construct and use models to analyse the data gathered; and they continue to develop their skills in constructing plausible predictions and valid, reliable conclusions.

#### Unit 4

##### Surviving in a changing environment

In order to survive, organisms must be able to maintain system structure and function in the face of changes in their external and internal environments. Changes in temperature and water availability, and the incidence and spread of infectious disease, present significant challenges for organisms and require coordinated system responses. In this unit, students investigate how homeostatic response systems control organisms' responses to environmental change – internal and external – in order to survive in a variety of environments, as long as the conditions are within their tolerance limits. Students study changes in the global distribution of vector-borne infectious diseases. They consider the factors that contribute to the spread of infectious disease and how outbreaks of infectious disease can be predicted, monitored and contained.

Through the investigation of appropriate contexts, students explore the ways in which models and theories of organisms' and populations' responses to environmental change have developed over time. They investigate the ways in which science contributes to contemporary debate about local, regional and international issues, including evaluation of risk and action for sustainability, and recognise the limitations of science to provide definitive answers in different contexts.

Students use science inquiry skills to investigate a range of responses by plants and animals to changes in their environments; they construct and use appropriate representations to analyse the data gathered; and they continue to develop their skills in constructing plausible predictions and valid conclusions.

**Minimum Entrance Requirements**

C grade in Year 11 Biology.

**Estimated Cost**

\$80.00 per year - plus text book

**Excursions/Additional Requirements**

Academic Associates WACE Study Guide Units 3&4

Excursions (Approximately \$70)

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/science/biology](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/science/biology)

# SCIENCE LEARNING AREA

## ATAR Chemistry

Course Code AECHE (Year 11)

(Units 1 & 2 run as a combined course)

### Unit 1

#### Chemical fundamentals: structure, properties and reactions

Chemists design and produce a vast range of materials for many purposes, including for fuels, cosmetics, building materials and pharmaceuticals. As the science of chemistry has developed over time, there has been an increasing realisation that the properties of a material depend on, and can be explained by, the material's structure. A range of models at the atomic and molecular scale enable explanation and prediction of the structure of materials and how this structure influences properties and reactions. In this unit, students relate matter and energy in chemical reactions as they consider the breaking and reforming of bonds as new substances are produced. Students can use materials that they encounter in their lives as a context for investigating the relationships between structure and properties.

Students use science inquiry skills to develop their understanding of patterns in the properties and composition of materials. They investigate the structure of materials by describing physical and chemical properties at the macroscopic scale, and use models of structure and primary bonding at the atomic and sub-atomic scale to explain these properties. They are introduced to the mole concept as a means of quantifying matter in chemical reactions.

### Unit 2

#### Molecular interactions and reactions

Students develop their understanding of the physical and chemical properties of materials, including gases, water and aqueous solutions, acids and bases. Students explore the characteristic properties of water that make it essential for physical, chemical and biological processes on Earth, including the properties of aqueous solutions. They investigate and explain the solubility of substances in water, and compare and analyse a range of solutions. They learn how rates of reaction can be measured and altered to meet particular needs, and use models of energy transfer and the structure of matter to explain and predict changes to rates of reaction. Students gain an understanding of how to control the rates of chemical reactions, including through the use of a range of catalysts.

Students use a range of practical and research inquiry skills to investigate chemical reactions, including the prediction and identification of products and the measurement of the rate of reaction. They investigate the behaviour of gases, and use the Kinetic Theory to predict the effects of changing temperature, volume and pressure in gaseous systems.

#### Minimum Entrance Requirements

A grade in Year 10 Chemical Science strand

#### Further Study

ATAR Chemistry Units 3 & 4

#### Estimated Cost

\$85.00 per year plus textbooks

#### Excursions/Additional Requirements

Academic Associates Units 1 & 2 Study Guide

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/science/chemistry](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/science/chemistry)

## SCIENCE LEARNING AREA

### ATAR Chemistry

Course Code ATCHE (Year 12)

(Units 3 & 4 run as a combined Course)

#### Unit 3

##### Equilibrium, acids and bases, and redox reactions

The idea of reversibility of reaction is vital in a variety of chemical systems at different scales, ranging from the processes that release carbon dioxide into our atmosphere to the reactions of ions within individual cells in our bodies. Processes that are reversible will respond to a range of factors and can achieve a state of dynamic equilibrium. In this unit, students investigate acid-base equilibrium systems and their applications. They use contemporary models to explain the nature of acids and bases, and their properties and uses. This understanding enables further exploration of the varying strengths of acids and bases. Students investigate the principles of oxidation and reduction reactions and the production of electricity from electrochemical cells.

Through the investigation of appropriate contexts, students explore the ways in which models and theories related to acid-base and redox reactions, and their applications, have developed over time and through interactions with social, economic and ethical considerations. They explore the ways in which chemistry contributes to contemporary debate in industrial and environmental contexts, including the use of energy, evaluation of risk and action for sustainability, and they recognise the limitations of science in providing definitive answers in different contexts.

Students use science inquiry skills to investigate the principles of dynamic chemical equilibrium and how these can be applied to chemical processes and systems. They investigate a range of electrochemical cells, including the choice of materials used and the voltage produced by these cells. Students use the pH scale to assist in making judgements and predictions about the extent of dissociation of acids and bases and about the concentrations of ions in an aqueous solution.

#### Unit 4

##### Organic chemistry and chemical synthesis

This unit focuses on organic chemistry and the processes of chemical synthesis by which useful substances are produced for the benefit of society. Students investigate the relationship between the structure, properties and chemical reactions of different organic functional groups and the vast diversity of organic compounds. Students also develop their understanding of 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.

Through the investigation of appropriate contexts, students explore the ways in which models and theories have developed over time and through interactions with social, economic and ethical considerations. They explore the ways in which chemistry contributes to contemporary debate regarding current and future uses of local, regional and international resources, evaluate the risk and action for sustainability, and they recognise the limitations of science in providing definitive answers in different contexts.

Students use science inquiry skills to investigate the principles and application of chemical structure in organic chemistry, and of chemical synthesis processes. They make predictions based on knowledge of types of chemical reactions, and investigate chemical reactions qualitatively and quantitatively.

**Minimum Entrance Requirements**

C grade in Year 11 Chemistry

**Estimated Cost**

\$85.00 per year - plus text book

**Excursions/Additional Requirements**

Academic Associates WACE Study Guide Units 3&4

Excursions (Approximately \$70)

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/science/chemistry](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/science/chemistry)

## SCIENCE LEARNING AREA

### **GENERAL Human Biology**

Course Code GEHBY (Year 11)

(Units 1 & 2 run as a combined course)

#### **Unit 1**

##### **Healthy body**

This unit explores how the systems of the human body are interrelated to help sustain functioning to maintain a healthy body.

Cells are the basic structural and functional units of the human body. Materials are exchanged in a variety of ways within and between the internal and external environment to supply inputs and remove outputs for life processes. The respiratory, circulatory, digestive and urinary systems control the exchange and transport around the body of materials required for efficient functioning.

The lifestyle choices we make can have consequences for the optimal functioning of these systems. Humans can intervene to treat dysfunction and influence the quality of life of the individual.

Students investigate the body systems through real or virtual dissections and practical examination of cells, organs and systems. They research contemporary treatments for dysfunctions to the body systems and are encouraged to use ICT to interpret and communicate their findings in a variety of ways.

#### **Unit 2**

##### **Reproduction**

This unit explores the role that males and females have in reproduction, including contraception, and the issues of sexually transmitted infections. Students learn about the reproductive systems of males and females and how they are specialised in many different ways to produce differentiated gametes (eggs and sperm) and ensure the chances of fertilisation and implantation are more likely.

The healthy development of the embryo and foetus can be monitored, and technologies available will be presented. Infertility: options available for couples, along with associated risks, will be considered, in addition to lifestyle choices that can affect fertility. Sexually transmitted infections will be researched, and effects, treatments and ways to minimise infection will be examined.

Students apply their knowledge to construct a deoxyribonucleic acid (DNA) model and demonstrate cell division processes. They are encouraged to use ICT to interpret and communicate their findings in a variety of ways.

##### **Minimum Entrance Requirements**

C grade in Year 10 Science is recommended but not essential

##### **Further Study**

General Human Biology Units 3 & 4 (Year 12)

##### **Estimated Cost**

\$80.00 per year plus textbooks

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/science/human-biology](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/science/human-biology)

## SCIENCE LEARNING AREA

### General Human Biology

Course Code GTHBY (Year 12)

(Units 3 & 4 run as a combined Course)

#### Unit 3

##### Coordination

This unit explores bones, muscles, nerves and hormones and how they maintain the body to act in a coordinated manner.

The structure and function of the musculoskeletal system provides for human movement, balance and growth as the result of coordinated actions. This is brought about by the interaction of the musculoskeletal system with the nervous and endocrine systems. Conditions affecting these systems, such as sporting injuries, hearing and vision defects, can result in a decrease or loss of function.

Students investigate the musculoskeletal, nervous and endocrine systems through dissections and practical examination of reflexes, vision, hearing and skin sensitivity. They are encouraged to interpret and communicate their findings in a variety of ways.

#### Unit 4

##### Infectious disease

This unit explores the causes and spread of disease and how humans respond to invading pathogens. Disease is caused by various pathogens that are transmitted between individuals and populations in many different ways.

Prevention of transmission of disease can be achieved by adopting good hygiene practices at a personal, domestic and workplace level. The body responds naturally to disease in several ways. These actions of the body can be assisted by the use of medications, such as antibiotics, and the use of vaccines.

Improvement in technology and transportation has resulted in humans becoming less geographically isolated, resulting in the transmission of disease becoming an increasing global issue. The frequency of particular diseases in geographical areas is dependent upon population density and standards of sanitation and health services.

Students investigate transmission of diseases using second-hand data from a historical perspective and recent global incidences. They consider how data is used to inform personal decisions and community responses related to disease prevention and control. They are encouraged to use ICT to interpret and communicate findings in a variety of ways.

##### Minimum Entrance Requirements

C grade in Year 11 General Human Biology

##### Estimated Cost

\$80.00 per year – Plus text book

##### Excursions/Additional Requirements

Excursions (Approximately \$70)

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/science/human-biology](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/science/human-biology)

## SCIENCE LEARNING AREA

### ATAR Human Biology

Course Code AEHBY (Year 11)

(Units 1 & 2 run as a combined course)

#### Unit 1

##### The functioning human body

This unit looks at how human structure and function supports cellular metabolism and how lifestyle choices affect body functioning.

Cells are the basic structural and functional unit of the human body. Cells contain structures that carry out a range of functions related to metabolism, including anabolic and catabolic reactions. Materials are exchanged in a variety of ways within and between the internal and external environment to supply inputs and remove outputs of metabolism. Metabolic activity requires the presence of enzymes to meet the needs of cells and the whole body. The respiratory, circulatory, digestive and excretory systems control the exchange and transport of materials in support of metabolism, particularly cellular respiration. The structure and function of the musculo-skeletal system provides for human movement and balance as the result of the co-ordinated interaction of the many components for obtaining the necessary requirements for life.

Students investigate questions about problems associated with factors affecting metabolism. They trial different methods of collecting data, use simple calculations to analyse data and become aware of the implications of bias and experimental error in the interpretation of results. They are encouraged to use ICT to interpret and communicate their findings in a variety of ways.

#### Unit 2

##### Reproduction and inheritance

This unit provides opportunities to explore, in more depth, the mechanisms of transmission of genetic materials to the next generation, the role of males and females in reproduction, and how interactions between genetics and the environment influence early development. The cellular mechanisms for gamete production and zygote formation contribute to human diversity. Meiosis and fertilisation are important in producing new genetic combinations.

The transfer of genetic information from parents to offspring involves the replication of deoxyribonucleic acid (DNA), meiosis and fertilisation. The reproductive systems of males and females are differentially specialised to support their roles in reproduction, including gamete production and facilitation of fertilisation. The female reproductive system also supports pregnancy and birth. Reproductive technologies can influence and control the reproductive ability in males and females. Cell division and cell differentiation play a role in the changes that occur between the time of union of male and female gametes and birth. Disruptions to the early development stages can be caused by genetic and environmental factors; inheritance can be predicted using established genetic principles. The testing of embryos, resulting from assisted reproductive technologies, is conducted for embryo selection, and the detection of genetic disease. The application of technological advances and medical knowledge has consequences for individuals and raises issues associated with human reproduction.

Students investigate an aspect of a given problem and trial techniques to collect a variety of quantitative and qualitative data. They apply simple mathematical manipulations to



quantitative data, present it appropriately, and discuss sources and implications of experimental error. They also consider the limitations of their procedures and explore the ramifications of results that support or disprove their hypothesis. They are encouraged to use ICT in the analysis and interpretation of their data and presentation of their findings.

**Minimum Entrance Requirements**

A or B grade in Year 10 Biological Science Strand

**Further Study**

ATAR Human Biology Units 3 & 4 (Year 12)

**Estimated Cost**

\$80.00 per year plus textbooks

**Excursions/Additional Requirements**

Academic Associates WACE Study Guide ATAR Human Biology (Units 1 & 2), Peter Walster

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/science/human-biology](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/science/human-biology)

## SCIENCE LEARNING AREA

### ATAR Human Biology

Course Code ATHBY (Year 12)

(Units 3 & 4 run as a combined course)

#### 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.

The complex interactions between body systems in response to changes in the internal and external environments facilitate the maintenance of optimal conditions for the functioning of cells. Feedback systems involving the autonomic nervous system, the endocrine system and behavioural mechanisms maintain the internal environment for body temperature, body fluid composition, blood sugar and gas concentrations within tolerance limits. The structure and function of the endocrine system, including the glands, hormones, target organs and modes of action, can demonstrate the many interactions that enable the maintenance of optimal cellular conditions. The structure and function of the autonomic nervous system, and its relationship with other parts of the nervous system, can be linked to the roles each play in maintaining homeostasis of internal environmental conditions. Comparing and contrasting the endocrine and nervous systems can highlight the roles of each in homeostasis. Humans can intervene to treat homeostatic dysfunction and influence the quality of life for individuals and families.

Different body systems have mechanisms, including physical and chemical barriers that protect the body against invasion by pathogens. The non-specific actions of the body can be aided by the use of antibiotics and antiviral drugs to counter the invasion or reduce the effect of the pathogen. Specific resistance mechanisms involve the recognition of invading pathogens and produce long-lasting immunity. Vaccinations can result in immunity to infection by exposure to attenuated versions of the pathogens.

#### Unit 4

##### Human variation and evolution

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

Humans can show multiple variations in characteristics due to the effect of polygenes or gene expression. The changing environment can influence the survival of genetic variation through the survival of individuals with favourable traits. Gene pools are affected by evolutionary mechanisms, including natural selection, migration and chance occurrences. Population gene pools vary due to interaction of reproductive and genetic processes and the environment. Over time, this leads to evolutionary changes. Gene flow between populations can be stopped or reduced by barriers. Separated gene pools can undergo changes in allele frequency, due to natural selection and chance occurrences, resulting in speciation and evolution. Evidence for these changes comes from fossils and comparative anatomy and biochemical studies.

A number of trends appear in the evolution of hominids and these may be traced using phylogenetic trees. The selection pressures on humans have changed due to the control humans have over the environment and survival.

**Minimum Entrance Requirements**

C grade in Year 11 Human Biology

**Estimated Cost**

\$80.00 per year - plus text book

**Excursions/Additional Requirements**

Academic Associates WACE Study Guide Units 3 & 4

Excursions (Approximately \$70)

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/science/human-biology](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/science/human-biology)

## SCIENCE LEARNING AREA

### GENERAL Science in Practice

**Course Code GESIP** (Year 11)

(Units 1 & 2 run as a combined course)

#### Unit 1

##### **Biological and Earth Systems**

In this unit, students develop an understanding of the processes involved in the functioning of systems from the macro level (cycles in nature and Earth systems) to systems at the organism, cellular and molecular level. They investigate and describe the effect of human activity on the functioning of cycles in nature. By integrating their understanding of Earth and biological systems, students come to recognise the interdependence of these systems.

Students investigate structure and function of cells, organs and organisms, and the interrelationship between the biological community and the physical environment. They use a variety of practical activities to investigate patterns in relationships between organisms.

Practical experiences form an important part of this course. They provide valuable opportunities for students to work together to collect and interpret first-hand data in the field or the laboratory. In order to understand the interconnectedness of organisms to their physical environment, and the impact of human activity, students analyse and interpret data collected through investigations in the context studied. They will also use sources relating to other Australian, regional and global environments.

The context that is used to teach all the key concepts should be broad and integrate all areas of science to assist in the delivery of the key concepts. It should engage students, have local real-life application, and be relevant to the student's everyday life.

#### Unit 2

##### **Physical and Chemical Systems**

In this unit, students develop an understanding of the processes involved in the transformations and redistributions of matter and energy in biological, chemical and physical systems, from the atomic to the macro level. Students will investigate the properties of elements, compounds and mixtures, and how substances interact with each other in chemical reactions to produce new substances. They explore the concepts of forces, energy and motion and recognise how an increased understanding of scientific concepts has led to the development of useful technologies and systems.

Practical experiences are an important part of this course that provide valuable opportunities for students to work together to collect and interpret first-hand data. In order to understand the interconnectedness of organisms to their physical environment, and the impact of human activity, students analyse and interpret data collected through investigation of the context studied. They will also use sources relating to other Australian, regional and global environments.

The context that is used to teach all the key concepts should be broad and integrate all areas of science to assist in the delivery of the key concepts. It should engage students, have local real-life application, and be relevant to the student's everyday life.

**Minimum Entrance Requirements**

C grade in Year 10 Science is preferred but not essential

**Further Study**

GENERAL Science in Practice Units 3 & 4 (year 12)

**Estimated Cost**

\$80.00 per year plus textbooks

**Excursions/Additional Requirements**

Excursion (cost approximately \$65)

For more information, go to the following link:

<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/science/integrated-science>

## SCIENCE LEARNING AREA

### ATAR Physics

Course Code AEPHY (Year 11)

(Units 1 & 2 run as a combined course)

#### Unit 1

##### Thermal, nuclear and electrical physics

An understanding of heating processes, nuclear reactions and electricity is essential to appreciate how global energy needs are met. In this unit, students explore the ways physics is used to describe, explain and predict the energy transfers and transformations that are pivotal to modern industrial societies. Students investigate heating processes, apply the nuclear model of the atom to investigate radioactivity, and learn how nuclear reactions convert mass into energy. They examine the movement of electrical charge in circuits and use this to analyse, explain and predict electrical phenomena.

Contexts that can be investigated in this unit include technologies related to nuclear, thermal, or geothermal energy, the greenhouse effect, electrical energy production, large-scale power systems, radiopharmaceuticals, and electricity in the home; and related areas of science, such as nuclear fusion in stars and the Big Bang theory.

Students develop skills in interpreting, constructing and using a range of mathematical and symbolic representations to describe, explain and predict energy transfers and transformations in heating processes, nuclear reactions and electrical circuits. They develop their inquiry skills through primary and secondary investigations, including analysing heat transfer, heat capacity, radioactive decay and a range of simple electrical circuits.

#### Unit 2

##### Linear motion and waves

Students develop an understanding of motion and waves which can be used to describe, explain and predict a wide range of phenomena. Students describe linear motion in terms of position and time data, and examine the relationships between force, momentum and energy for interactions in one dimension.

Students investigate common wave phenomena, including waves on springs, and water, sound and earthquake waves.

Contexts that can be investigated in this unit include technologies such as accelerometers, motion detectors, global positioning systems (GPS), energy conversion buoys, music, hearing aids, echo locators, and related areas of science and engineering, such as sports science, car and road safety, acoustic design, noise pollution, seismology, bridge and building design.

Students develop their understanding of motion and wave phenomena through laboratory investigations. They develop skills in relating graphical representations of data to quantitative relationships between variables, and they continue to develop skills in planning, conducting and interpreting the results of primary and secondary investigations.

##### Minimum Entrance Requirements

A in Year 10 Science (Chemical Science strand)

It is desirable that students study higher level Mathematics at the same time.

**Further Study**

ATAR Physics Units 3 & 4 (Year 12)

**Estimated Cost**

\$80.00 per year plus textbooks

**Excursions/Additional Requirements**

Physics Excursion (cost approximately \$65)

Academic Associates WACE Study Guide ATAR Physics (Units 1 & 2)

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/science/physics](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/science/physics)

## SCIENCE LEARNING AREA

### +ATAR Physics

Course Code ATPHY (Year 12)

(Units 3 & 4 run as a combined Course)

#### Unit 3

##### Gravity and electromagnetism

Field theories have enabled physicists to explain a vast array of natural phenomena and have contributed to the development of technologies that have changed the world, including electrical power generation and distribution systems, artificial satellites and modern communication systems. In this unit, students develop a deeper understanding of motion and its causes by using Newton's Laws of Motion and the gravitational field model to analyse motion on inclined planes, the motion of projectiles, and satellite motion. They investigate electromagnetic interactions and apply this knowledge to understand the operation of direct current motors, direct current (DC) and alternating current (AC) generators, transformers, and AC power distribution systems. Students also investigate the production of electromagnetic waves.

Contexts that can be investigated in this unit include technologies, such as artificial satellites, navigation devices, large-scale power generation and distribution, motors and generators, electric cars, synchrotron science, medical imaging, and related areas of science and engineering, such as sports science, amusement parks, ballistics and forensics.

Through the investigation of appropriate contexts, students explore the ways in which models and theories related to gravity and electromagnetism, and associated technologies, have developed over time and through interactions with social, economic, cultural and ethical considerations. They investigate the ways in which science contributes to contemporary debate about local, regional and international issues, including evaluation of risk and action for sustainability, and recognise the limitations of science to provide definitive answers in different contexts.

Students develop their understanding of field theories of gravity and electromagnetism through investigations of motion and electromagnetic phenomena. Through these investigations, they develop skills in relating graphical representations of data to quantitative relationships between variables, using lines of force to represent vector fields, and interpreting interactions in two and three dimensions. They continue to develop skills in planning, conducting and interpreting the results of primary and secondary investigations and in evaluating the validity of primary and secondary data.

#### Unit 4

##### Revolutions in modern physics

The development of quantum theory and the theory of relativity fundamentally changed our understanding of how nature operates and led to the development of a wide range of new technologies, including technologies that revolutionised the storage, processing and communication of information. In this unit, students examine observations of relative motion, light and matter that could not be explained by existing theories and investigate how the shortcomings of existing theories led to the development of the special theory of relativity and the quantum theory of light and matter. Students evaluate the contribution of the quantum theory of light to the development of the quantum theory of the atom and examine the Standard Model of particle physics and the Big Bang theory.

Contexts that can be investigated in this unit include technologies, such as photo radar, fibre optics, DVDs, GPS navigation, lasers, modern electric lighting, medical imaging,



nanotechnology, semiconductors, quantum computers and particle accelerators, and astronomical telescopes such as the Square Kilometre Array. Other contexts may include black holes, dark matter, and related areas of science, such as space travel and the digital revolution.

Through the investigation of appropriate contexts, students explore the ways in which these models and theories, and associated technologies, have developed over time and through interactions with social, economic, cultural and ethical considerations. They investigate the ways in which science contributes to contemporary debate about local, regional and international issues, including evaluation of risk and action for sustainability, and they recognise the limitations of science to provide definitive answers in different contexts.

Through investigation, students apply their understanding of relativity, black body radiation, wave/particle duality, and the quantum theory of the atom, to make and/or explain observations of a range of phenomena, such as atomic emission and absorption spectra, the photoelectric effect, lasers, and Earth's energy balance. They continue to develop skills in planning, conducting and interpreting the results of investigations, in synthesising evidence to support conclusions, and in recognising and defining the realm of validity of physical theories and models.

### **Minimum Entrance Requirements**

C grade in Year 11 Physics

### **Estimated Cost**

\$80.00 per year - plus textbook

### **Excursions/Additional Requirements**

Academic Associates WACE Study Guide Units 3&4

Excursions (Approximately \$70)

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/science/physics](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/science/physics)

## SCIENCE LEARNING AREA



Registered Training Organisation: Access Skills Training  
RTO Code: 6653



### AHC21020 Certificate II in Conservation and Ecosystem Management

(This qualification AHC21020 has been superseded on the national register. Students will be transitioned to the new qualification as and when it becomes available)

(Year 11 and 12)

Vocational Pathway

This certificate is delivered by Kalamunda SHS teachers in partnership with a registered training organisation (RTO).

#### Course Outline

This qualification provides an entry level training in conservation and land management. The qualification enables individuals to build skills in Indigenous land management, conservation earthworks, lands, parks and wildlife or natural area management contexts.

To attain the AHC21020 Certificate II in Conservation and Ecosystem Management 15 units of competency must be achieved: 2 core units plus 13 elective units.

#### Units of Competency

AHCFAU202	- Recognise fauna
AHCILM202	- Observe and report plants or animals
AHCNSY205	- Pot up plants
AHCNSY207	- Undertake propagation activities
AHCPCM202	- Collect, prepare and preserve plant specimens
AHCPCM204	- Recognise plants
AHCPGD201	- Plant trees and shrubs
AHCPGD203	- Prune shrubs and small trees
AHCPMG201	- Treat weeds
AHCPMG202	- Treat plant pests, diseases and disorders
AHCPMG307	- Apply animal trapping techniques
AHCSOL203	- Assist with soil or growing media sampling and testing
AHCWHS201	- Participate in work health and safety processes
AHCWRK205	- Participate in workplace communications
AHCWRK209	- Participate in environmentally sustainable work practices

#### Minimum Entrance Requirements

C grade in Year 10 Science is recommended but not essential.

#### Estimated Cost

\$250 per year

#### Excursions/Additional Requirements

Excursions are required by the course and will occur across the year.

## TECHNOLOGIES LEARNING AREA

### 2025 - 2026 Pathways

TECHNOLOGY AND ENTERPRISE	GENERAL/VET	
	Year 11	Year 12
APPLIED INFORMATION TECHNOLOGY	GEAIT	GTAIT
CHILDREN, FAMILY AND COMMUNITY (LIVING INDEPENDENTLY)	GECFC	GTCFC
DESIGN: TECHNICAL GRAPHICS	GEDEST	GTDEST
FOOD SCIENCE TECH. – NUTRITION	GEFST	GTFST
MATERIALS, DESIGN & TECH – METAL	GEMDTM	GTMDTM
MATERIALS, DESIGN & TECH – WOOD	GEMDTW	GTMDTW
MATERIALS, DESIGN & TECH - TEXTILES	GEMDTT	GTMDTT
CERTIFICATE IN APPLIED DIGITAL TECHNOLOGIES	CERTIFICATE II	
CERTIFICATE IN HOSPITALITY	CERTIFICATE II	

## TECHNOLOGIES LEARNING AREA

### **GENERAL Applied Information Technology**

Course Code GEAIT (Year 11)

Run as combined units in a full year course

Applied Information Technology develops the student's ability to manage practical and industry relevant digital projects. Students explore a range of software including Adobe Photoshop, Illustrator, After Effects, Dreamweaver and Audition; applying their skills to produce advertisements and logos, motion graphics, functioning websites and social media content. They will also gain practical experience with computer hardware, networking, 3D printing and laser cutting. Students learn to develop a workflow, integrating a variety of software and time management skills in order meet a client's expectations; developing projects that reflect best practice communication and design in today's digital world.

#### **Unit 1**

##### **Personal communication**

The focus of this unit is to enable students to use technology to meet personal needs. Students develop a range of skills that enable them to communicate using appropriate technologies and to gain knowledge that assists in communicating within a personal context.

#### **Unit 2**

##### **Working with others**

The focus of this unit is to enable students to use a variety of technologies to investigate managing data, common software applications and wireless network components required to effectively operate within a small business environment. They examine the legal, ethical and social impacts of technology within society.

#### **Skills Outline**

- Design concepts and project management
- Hardware
- Managing data
- Networks
- Impacts of technology
- Application skills

#### **Further Study**

Applied Information Technology Units 3 and 4 (Year 12)

#### **Estimated Cost**

\$75.00

#### **Excursions/Additional Requirements**

Nil

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/technologies/applied-information-technology](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/technologies/applied-information-technology)

## TECHNOLOGIES LEARNING AREA

### **GENERAL Applied Information Technology**

Course Code GAIT (Year 12)

Run as combined units in a full year course

#### **Unit 3**

##### **Media information and communication technologies**

The emphasis is on the use of digital technologies to create and manipulate digital media. Students use a range of applications to create visual and audio communications. They examine trends in digital media transmissions and implications arising from the use of these technologies.

#### **Unit 4**

##### **Digital technologies in business**

The emphasis of this unit is on the skills, principles and practices associated with various types of documents and communications. Students identify the components and configuration of networks to meet the needs of a business. Students design digital solutions for clients, being mindful of the various impacts of technologies within legal, ethical and social boundaries.

Each unit is delivered in a semester of 15 weeks.

#### **Skills Outline**

- Design concepts
- Hardware
- Managing data
- Networks
- Impacts of technology
- Application skills
- Project management

#### **Minimum Entrance Requirements**

Nil

#### **Further Study**

TAFE Studies

#### **Estimated Cost**

\$75.00 plus text book

#### **Excursions/Additional Requirements**

Nil

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/technologies/applied-information-technology](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/technologies/applied-information-technology)

## TECHNOLOGIES LEARNING AREA

### **GENERAL Children, Family and the Community (Living Independently)**

Course Code GECFC (Year 11)

Run as combined units in a full year course

#### **Unit 1**

##### **Families and relationships**

This unit focuses on family uniqueness. Students examine the role of families and the relationships between individuals, families and their communities.

Through an understanding of growth and development, students recognise the characteristics of individuals and families and that development is affected by biological and environmental influences. They identify roles and responsibilities of families and examine their similarities and differences, the issues that arise from family interactions and the influence of attitudes, beliefs and values on the allocation of resources to meet needs and wants.

Students make decisions, examine consequences and develop skills to accommodate actions that impact themselves or others. Skills, processes, understandings and knowledge are developed through individual and group experiences. Students design and produce products and services that meet the needs of individuals, families and communities.

#### **Unit 2**

##### **Our community**

This unit focuses on families, relationships and living in communities. The influence of biological and environmental factors, lifestyle behaviours and health status on growth and development is studied. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development.

Students examine the roles and responsibilities of particular groups, networks, and services, and the impact of attitudes, beliefs and values on the management of resources. Students engage in shared research practice, communicate information, use decision-making, goal setting, self-management and cooperation skills when creating products, services or systems that will assist individuals, families and communities to achieve their needs and wants.

#### **Minimum Entrance Requirements**

C Grade in Year 10 English is desirable

#### **Further Study**

Children, Family and the Community Unit 3 and 4 (Year 12)

#### **Estimated Cost**

\$120.00

This covers course work, including any practical work involved.

#### **Excursions/Additional Requirements**

Nil

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/technologies/children,-family-and-the-community](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/technologies/children,-family-and-the-community)

## TECHNOLOGIES LEARNING AREA

### **GENERAL Children, Family and the Community (Living Independently)**

Course Code GTCFC (Year 12)

Run as combined units in a full year course

#### **Unit 3**

##### **Building on relationships**

In this unit, students investigate the principles of development and how these relate to the domains and theories of development. Students examine and evaluate the features of products, services and systems for individuals and families. They examine the diverse and dynamic nature of families in Australia. They recognise and acknowledge cultural diversity, and inequity and injustice issues. Students develop effective self-management and interpersonal skills to recognise and enhance personal relationships, enabling them to take active roles in society.

#### **Unit 4**

##### **My place in the community**

In this unit, students examine the effect on an individual's development and wellbeing in a society characterised by rapid change. They explore contemporary Australian issues or trends relating to families and communities at the state and national level and are introduced to a range of advocacy types. Students examine developmental theories and their influence on cognitive development. Students use effective self-management and interpersonal skills when assessing or developing products, processes, services, systems or environments.

#### **Minimum Entrance Requirements**

Satisfactory completion ("C" Grade or higher) of Units 1 and 2

#### **Further Study**

TAFE Studies

#### **Estimated Cost**

\$120.00

These costs cover course work, including any practical work involved.

#### **Excursions/Additional Requirements**

Nil

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/technologies/children,-family-and-the-community](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/technologies/children,-family-and-the-community)

## TECHNOLOGIES LEARNING AREA

### General Design

#### Design - Technical Graphics

Course Code GEDEST (Year 11)

Run as combined units in a full year course

#### Unit 1

##### Design fundamentals

The focus of this unit is to introduce design process and practice. Students learn that design can be used to provide solutions to design problems and communication needs. They are introduced to basic design skills and a range of techniques within a defined context to demonstrate control over the elements and principles of design.

##### Defined contexts

Within each context, teachers can choose a learning focus. The list of learning foci below is not exhaustive:

Technical Graphics: freehand sketching and presentation techniques to include rendering skills, tone and line work; CAD and instrument drawing skills; 2D/3D introduction, study tools and equipment, drawing layout, conventions, orthographic projection, perspective drawing and engineering drawing. Possible projects could include simple to more complex 2D and 3D designs such as; logos, T-shirt graphics, skateboard deck designs, posters, fishing lures, music/jewellery boxes, plastic mazes, medallions, clocks, toys, kitchen appliances or items of furniture.

#### Unit 2

##### Personal design

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

##### Defined contexts

Within each context, teachers can choose a learning focus. The list of learning foci below is not exhaustive:

Technical Graphics: application of design fundamentals to design geometric figures, logo design, shelter design, architectural buildings, interior design, shop design, building conventions, wrist watches, jewellery items, bachelor pad, bedroom design, sales posters, toys, customised bicycles, skateboard ramps, jewellery boxes, perfume bottles, basic furniture.

##### Minimum Entrance Requirements

Successful completion of Technical Drawing in Lower School is desirable

##### Further Study

TAFE studies

##### Estimated Cost

\$150.00

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/technologies/design](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/technologies/design)



## TECHNOLOGIES LEARNING AREA

### Design – Technical Graphics

Course Code GTDEST (Year 12)

Run as combined units in a full year course

#### Unit 3

##### Product design

The focus of this unit is product design. Students learn that the commercial world is comprised of companies, requiring consumer products, services and brands for a particular audience. They are introduced to the concept of intellectual property. Using the design process, they create products/services, visuals and/or layouts with an awareness of codes and conventions. They use relevant and appropriate production skills and processes, materials and technologies relevant to the design.

#### Unit 4

##### Cultural design

The focus of this unit is cultural design. Students learn that society is made up of different groups of people who share diverse values, attitudes, beliefs, behaviours and needs, and that different forms of visual communication transmit these values and beliefs. Students are encouraged to create designs that link to a culture or sub-culture and are introduced to ethical issues concerning representation. Students develop a design process with an understanding of codes and conventions. They consider communication strategies and audience. They define and establish contemporary production skills and processes, materials and technologies.

##### Defined contexts

Within each context, teachers can choose a learning focus. The list of learning foci below is not exhaustive:

Technical Graphics: architectural design, such as a gallery or public building; dimensional, such as a tourist souvenir or graphic, such as a tattoo; architecture for communities; product design of cultural articles designing with materials appropriate to place and culture.

##### Minimum Entrance Requirements

Satisfactory completion ("C" Grade or higher) of Units 1 and 2

##### Further Study

TAFE Studies

##### Estimated Cost

\$150.00

##### Excursions/Additional Requirements

Nil

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/technologies/design](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/technologies/design)

## TECHNOLOGIES LEARNING AREA

### GENERAL Food Science and Technology

#### Nutrition and Health Promotion

Course Code GEFST (Year 11)

Run as combined units in a full year course

#### Unit 1

##### Food choices and health

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

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

#### Unit 2

##### Food for communities

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

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

#### Minimum entrance requirements

C Grade in Year 10 English recommended

Experience in food subjects in Lower School is desirable

#### Further Study

Food Science and Technology (Nutrition and Health Promotion) (Year 12)

TAFE studies

#### Estimated Cost

\$280.00

Plus, students must wear approved industry standard footwear for practical classes

#### Excursions/Additional Requirements

Nil

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/technologies/food-science-and-technology](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/technologies/food-science-and-technology)

## TECHNOLOGIES LEARNING AREA

### GENERAL Food Science and Technology

Course Code GTFST (Year 12)

Run as combined units in a full year course

#### 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. Students develop their expertise with technology skills to implement strategies to design food products and processing systems. They select resources to meet performance requirements and use evaluation strategies to monitor and maintain optimum standards. Students follow occupational safety and health requirements, implement safe food handling practices and use a variety of foods and processing techniques to produce safe, quality food products.

#### Unit 4

##### The undercover story

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 and how the principles of Hazard Analysis Critical Control Point (HACCP) system are administered and implemented 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. Food choices are often determined by location, income, supply and demand and the environmental impact of food provision. Students examine influences on the nutritional wellbeing of individuals that arise from lifestyle and cultural traditions. They implement principles of dietary planning and adapt recipes and processing techniques when considering specific nutritional needs of demographic groups. Students apply the technology process to address a product proposal and produce a preserved food product. They justify the equipment, resources and processing techniques used, and evaluate sensory properties.

#### Minimum Entrance Requirements

Satisfactory completion ("C" Grade or higher) of Units 1 and 2

#### Further Study

TAFE Studies

#### Estimated Cost

\$280.00

Plus, students must wear approved industry standard footwear for practical classes

#### Excursions/Additional Requirements

Nil

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/technologies/food-science-and-technology](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/technologies/food-science-and-technology)

## TECHNOLOGIES LEARNING AREA

### GENERAL Materials Design and Technology

#### Materials Design and Technology - Metal

Course Code GEMDTM (Year 11)

Run as combined units in a full year course

##### Unit 1

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

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

##### Unit 2

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

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

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

##### Minimum entrance requirements

Successful experience in Lower School metal classes is recommended

##### Further Study

TAFE studies

Apprenticeships in Welding, Boiler Making, Sheet metal Working, Mechanics, Jewellery

##### Estimated Cost

\$200.00

##### Excursions/Additional Requirements

Nil

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/technologies/design](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/technologies/design)

## TECHNOLOGIES LEARNING AREA

### GENERAL Materials Design and Technology – Metal

Course Code GTMDTM (Year 12)

Run as combined units in a full year course

#### Unit 3

Students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their projects. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification and properties of a variety of materials and make appropriate materials selection for design needs.

Students learn about manufacturing and production skills and techniques. They develop the skills and techniques appropriate to the materials being used and gain practice in planning and managing processes through the production of design project. They learn about risk management and ongoing evaluation processes.

#### Unit 4

Students learn about the nature of designing for a client, target audience or market. Students learn about the nature, properties and environmental impacts related to a variety of materials, and production techniques. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. They develop creative thinking strategies, work on design projects within specified constraints and consider the environmental impacts of recycling of materials.

Students extend their understanding of safe working practices and contemporary manufacturing techniques, and develop the knowledge, understanding and skills required to manage the processes of designing and manufacturing.

#### Minimum Entrance Requirements

Satisfactory completion ("C" Grade or higher) of Units 1 and 2.

#### Further Study

TAFE Studies

Apprenticeships in Welding, Boiler making, Sheet metal working, Mechanic

#### Estimated Cost

\$200.00

#### Excursions/Additional Requirements

Nil

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/technologies/design](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/technologies/design)

## TECHNOLOGIES LEARNING AREA

### **GENERAL Materials Design and Technology**

#### **Materials Design and Technology – Wood**

Course Code GEMDTW (Year 11)

Run as combined units in a full year course

##### **Unit 1**

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

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

##### **Unit 2**

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

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

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

##### **Minimum entrance requirements**

Successful experience in Lower School Woodwork is desirable

##### **Further Study**

Materials, Design and Technology – Wood (Year 12)

TAFE studies

##### **Estimated Cost**

\$200.00

Students may need to supply some materials for larger projects

##### **Excursions/Additional Requirements**

Nil

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/technologies/design](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/technologies/design)

## TECHNOLOGIES LEARNING AREA

### **GENERAL Materials Design and Technology – Wood**

Course Code GTMDTW (Year 12)

Run as combined units in a full year course

#### **Unit 3**

Students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their projects. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification and properties of a variety of materials and make appropriate materials selection for design needs.

Students learn about manufacturing and production skills and techniques. They develop the skills and techniques appropriate to the materials being used and gain practice in planning and managing processes through the production of design project. They learn about risk management and ongoing evaluation processes.

#### **Unit 4**

Students learn about the nature of designing for a client, target audience or market. Students learn about the nature, properties and environmental impacts related to a variety of materials, and production techniques. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. They develop creative thinking strategies, work on design projects within specified constraints and consider the environmental impacts of recycling of materials.

Students extend their understanding of safe working practices and contemporary manufacturing techniques, and develop the knowledge, understanding and skills required to manage the processes of designing and manufacturing.

#### **Minimum Entrance Requirements**

Satisfactory completion ("C" Grade or higher) of Units 1 and 2

#### **Further Study**

TAFE Studies

Apprenticeships in Carpentry, Cabinetmaking

#### **Estimated Cost**

\$200.00

#### **Excursions/Additional Requirements**

Nil

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/technologies/design](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/technologies/design)

## TECHNOLOGIES LEARNING AREA

### **GENERAL Materials Design and Technology**

#### **Materials Design and Technology – Textiles**

Course Code GEMDTT (Year 11)

Run as combined units in a full year course

##### **Unit 1**

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

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

##### **Unit 2**

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

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

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

##### **Further Study**

Materials, Design and Technology – Textiles (Year 12)

TAFE studies – fashion design, fashion marketing etc.

##### **Estimated Cost**

\$150.00

Students may need to supply some materials for larger projects

##### **Excursions/Additional Requirements**

Nil

For more information, go to the following link:

[wace1516.scsa.wa.edu.au/syllabus-and-support-materials/technologies/materials-design-and-technology](http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/technologies/materials-design-and-technology)



## TECHNOLOGIES LEARNING AREA

### **GENERAL Materials Design and Technology – Textiles**

Course Code GTMDTT (Year 12)

Run as combined units in a full year course

#### **Unit 3**

Students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their projects. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification and properties of a variety of materials and make appropriate materials selection for design needs.

Students learn about manufacturing and production skills and techniques. They develop the skills and techniques appropriate to the materials being used and gain practice in planning and managing processes through the production of design project. They learn about risk management and ongoing evaluation processes.

#### **Unit 4**

Students learn about the nature of designing for a client, target audience or market. Students learn about the nature, properties and environmental impacts related to a variety of materials, and production techniques. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. They develop creative thinking strategies, work on design projects within specified constraints and consider the environmental impacts of recycling of materials.

Students extend their understanding of safe working practices and contemporary manufacturing techniques, and develop the knowledge, understanding and skills required to manage the processes of designing and manufacturing.

#### **Minimum Entrance Requirements**

Satisfactory completion ("C" Grade or higher) of Units 1 and 2

#### **Further Study**

TAFE Studies

Fashion Design, fashion sales and marketing etc.

#### **Estimated Cost**

\$150.00

#### **Excursions/Additional Requirements**

Nil

For more information, go to the following link:

[www.scsa.wa.edu.au/internet/Senior\\_Secondary/Courses/WACE\\_Courses/Materials\\_Design\\_and\\_Technology](http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Materials_Design_and_Technology)

## TECHNOLOGIES LEARNING AREA

Registered Training Organisation: IVET Institute Pty Ltd.  
RTO Code: 40548



### ICT20120 Certificate II in Applied Digital Technologies

(Year 11 and 12)  
Vocational Pathway

This certificate is delivered over two years by Kalamunda SHS teachers in partnership with a registered training organisation (RTO).

#### Course Outline

This qualification provides the foundation ICT skills and knowledge for an individual to be an effective ICT user or employee. The qualification has a fundamental ICT knowledge and skills base which is pivotal for all other qualifications in ICT.

To attain the ICT20120 Certificate II in Applied Digital Technologies 12 units must be achieved:

- 6 core units; plus
- 6 electives units

#### Units of Competency

Some of the key concepts which will be covered include:

BSBSUS211	- Participate in sustainable work practices
BSBTEC101	- Operate digital devices
BSBTEC202	- Use digital technologies to communicate in a work environment
BSBTEC302	- Design and produce spreadsheets
BSBTEC303	- Create electronic presentations
BSBWHS211	- Contribute to the health and safety of self and others
BSBXCS302	- Identify and report online security threats
ICTICT213	- Use computer operating systems and hardware
ICTICT214	- Operate application software packages
ICTICT215	- Operate digital media technology packages
ICTWEB305	- Produce digital images for the web
ICTWEB306	- Develop web presence using social media

Elective Units include:

- Research using the internet
- Design and produce spreadsheets
- Create electronic presentations
- Identify and report online security threats
- Develop and apply thinking and problem-solving skills
- Plan and apply time management
- Use digital technology for non-routine workplace tasks.

**Minimum Entrance Requirements**

It is advisable to have achieved at least a "C" Grade in an English course in Year 10.

**Further Study**

TAFE Studies

**Estimated Cost**

\$60 per year

**Excursions/Additional Requirements**

Nil

## TECHNOLOGIES LEARNING AREA

Registered Training Organisation: Australian Institute of Education and Training Pty Ltd.  
RTO Code: 121314



### SIT20322 Certificate II in Hospitality (Year 11 and 12)

Vocational Pathway

This certificate is delivered by Kalamunda SHS teachers in partnership with an external Training Organisation (RTO).

#### Course Outline

This qualification provides the skills and knowledge for an individual to be competent in a range of kitchen functions and practical skills.

#### Topics Covered

- food and beverage skills in the workplace
- Provide and serve food and beverage service
- Develop and update hospitality industry knowledge
- Prepare and serve a range of food items
- Understand the functioning of the Hospitality Industry

#### Units of Competency

BSBSUS211	- Participate in sustainable work practices
BSBTWK201	- Work effectively with others
SITHFAB021	- Provide responsible service of alcohol
SITHIND006	- Source and use information on the hospitality industry
SITHIND007	- Use hospitality skills effectively
SITXCCS010	- Provide visitor information
SITXCCS011	- Interact with customers
SITXCCS014	- Provide service to customers
SITXCOM007	- Show social and cultural sensitivity
SITXFIN007	- Process financial transactions
SITXFSA005	- Use hygienic practices for food safety
SITXWHS005	- Participate in safe work practices.

*Note: It is recommended that students undertaking this course **do not** enrol in SIT20122 Certificate II in Tourism due to the duplicity within units of competency across the two courses i.e. seven (7) units of competency in common.*

#### Minimum Entrance Requirements

The study of food preparation courses in lower school or Year 10 is desirable as is a pass in English and Maths in Year 9 or 10

#### Further Study

TAFE

Employment as a breakfast cook, short order cook, fast food cook.

#### Estimated Cost

\$280 – includes the preparing of food items twice weekly, and handouts. Students must wear approved industry footwear for practical lessons.

# WORKPLACE LEARNING

## Authority Developed Workplace Learning

Code ADWPL (Year 11 & 12)

Endorsed Program

Vocational Pathway

**Note: All students in a General/VET pathway (2 or less ATAR courses) are expected to participate in Workplace Learning (ADWPL).**

### Course Outline

ADWPL has a focus on students attending two work placements, accruing a minimum of 55 hours for each placement, completing a logbook and skills journal. The logbook contains a record of tasks completed in the workplace, an attendance record and the Skills Journal containing 10 questions to be answered for each 55 hours completed in the workplace.

### Skills Outline

- Completion of ADWPL Logbook
- Completion of ADWPL Skills Journal for each 55 hours completed
- 55 hours in the workplace along with the completed logbook and skills journal can contribute a C equivalence toward WACE
- Possibility of gaining part time employment

### Further Study

Logbook provides work experience placement hours and evidence for TAFE courses and future job applications.

### Cost

\$20 per year

### Excursions / Additional Requirements

Building and Construction workplaces – Carpentry, Bricklaying, Plumbing, Electrician, Construction – may require students to hold a 'white card'. The school offers White Card training on site twice per year at the student's expense.