

2025  
Year Eleven  
Curriculum Handbook

# FIRST LIGHT

Reveal the Spirit

Matthew 5:14-16



**BUNBURY**  
CATHOLIC COLLEGE

## CONTENT

INTRODUCTION .....	i
WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION .....	ii
SENIOR SCHOOL OPTIONS .....	iii
YEAR ELEVEN COURSE SELECTION.....	v
Choosing Year 11 Courses .....	v
How to select your Year 11 Pathway for 2025 .....	vii
Courses Offered in Year 11 .....	viii
Prerequisites for Year 11 Courses .....	x

## COURSE SUMMARIES

Religious Education Learning Area .....	1
Religion and Life ATAR .....	1
Religion and Life General .....	2
English Learning Area .....	3
English General .....	3
English ATAR .....	4
Literature ATAR.....	5
English Foundation .....	6
English Preliminary .....	7
Humanities Learning Area .....	8
Economics ATAR .....	8
Geography ATAR.....	9
Modern History ATAR .....	10
Politics and Law ATAR.....	11
Languages .....	12
Indonesian: Second Language ATAR .....	12
Italian ATAR .....	13
Mathematics Learning Area.....	14
Mathematics Specialist ATAR.....	14
Mathematics Methods ATAR.....	15
Mathematics Applications ATAR.....	16
Mathematics Essential General .....	17
Mathematics Foundation General .....	18
The Arts Learning Area .....	19
Dance ATAR.....	19
Dance General .....	20
Drama ATAR.....	21
Drama General .....	21
Music.....	23
Visual Arts ATAR.....	24
Visual Arts GENERAL .....	24

Physical Education Learning Area .....	26
Physical Education Studies.....	26
PHYSICAL EDUCATION STUDIES .....	27
Science Learning Area .....	28
Biology ATAR .....	28
Chemistry ATAR .....	29
Earth and Environmental Science ATAR.....	30
Human Biology ATAR .....	31
Human Biology GENERAL.....	32
Marine & Maritime Studies GENERAL.....	33
Physics ATAR .....	34
Psychology ATAR .....	35
Psychology GENERAL .....	36
Technologies Learning Area .....	37
Applied Information Technologies ATAR .....	38
Applied Information Technologies General.....	39
Building & Construction General .....	40
Design Technical Graphics General .....	41
Food Science & Technology General .....	42
Materials Design & Technology (Wood) General .....	43
Materials Design & Technology (Wood) ATAR.....	44
Materials Design & Technology (Metal) General – Jewellery Focus .....	46
Food Science & Technology Preliminary .....	47
Materials Design & Technologies (Wood) Preliminary .....	48
Engineering (Certificate II Level).....	49
Early Childhood Education (Certificate III Level) .....	49
Vocational Education and Training (VET) .....	50
Workplace Learning: Year 11 & 12 .....	51
Workplace Learning: (Endorsed Program).....	51
Certificate III In Business – BSB30120 .....	52
Certificate III In Early Childhood Education And Care (Educator) CHC30121 .....	53
Certificate II In Engineering Pathways – MEM20422 .....	54
Certificate II In Film And Photography (Creative Industries: Media) – CUA20220 .....	55
Certificate III In Music (Performance) – CUA30920 .....	56
Certificate II In Outdoor Recreation – SIS20149 .....	57
Certificate IV In Preparation For Health And Nursing Studies – 52895WA.....	58
Certificate III In Sport And Recreation SIS30115 .....	59
Vet in Schools (VIS) .....	60

## INTRODUCTION

---

Years 11 and 12 represent a very important period in a young person's life. It is during this time that students commence the journey that will take them beyond school to the world of work or to one of a wide range of post school study or training options.

The aim of this booklet is to provide relevant information to assist students and their parents to make informed decisions about future education and career goals. It includes descriptions of possible Year 11 courses offered by Bunbury Catholic College 2024, as well as a brief overview of the main pathways that students have open to them, namely further study (ie university/ TAFE etc.), further training or employment.

### Key themes

One of the themes that will emerge in this document is the need to choose programmes of study and Pathways that lead students to success rather than to failure. The placement of a student in a programme that is too difficult or does not reflect and enhance his/her interests often leads to a loss of enthusiasm, self-esteem and confidence and, eventually to failure. Ideally an upper school course needs to be rigorous, relevant and allow students to achieve their full potential.

Another important theme presented is that not all decisions are irreversible. There are an increasing number of pathways between TAFE and other Training Providers and University entry (and vice versa), as well as between the workforce and further education or training. In addition, Universities have a range of alternative entry programmes available.

### Why is it important to make the right course choices now?

- Firstly, there is a very strong connection that exists between the Course of Study a student chooses in Years 11 and 12 and the pathway that students can access (in the short term at least) after secondary school. Subject selection needs to take account of these connections in terms of subjects studied and the level of achievement required.
- Secondly, the selection criteria for entry into each of the main pathways are quite different. A range of subjects in Year 12 that will maximise university entry, for example, may not necessarily be recommended for TAFE entry. This is especially so for the more popular and competitive TAFE Courses.
- Thirdly, the employment market has changed and continues to evolve at a rapid pace. Not only have new areas of employment emerged, but also the training, qualifications and skill requirements of existing employment positions have changed dramatically. There is a strong connection between the courses students choose in Years 11 and 12 and the immediate pathways students can pursue after secondary school.

### Decision-making

These three factors now mean that students must map their Year 11 and 12 programmes of study very carefully. Decision making may include the following questions:

- What Career/Course would I like to pursue? What are my main options after leaving school? (Do I complete Year 11 and 12?)
- What are the entrance criteria for each of these options?
- What background is necessary to meet these entrance criteria?

# WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION

---

**For complete WACE information, visit the website:**

The Western Australian Certificate of Education (WACE) is the certificate that students in Western Australia receive on successful completion of their senior secondary education. It is recognised nationally in the Australian Qualifications Framework (AQF), by universities and other tertiary institutions, industry and training providers. A WACE is required for admission to a university in Western Australia.

This should be the **minimum goal of all students** completing Year 11 and 12 in WA.

<http://senior-secondary.scsa.wa.edu.au/the-wace/wace-requirements>

To achieve a WACE at the end of Year 12, a student must satisfy the following:

## **Breadth and depth requirement**

Students must complete a minimum of 20 units over Years 11 and 12, which may include equivalents gained through VET 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 course
- one pair of Year 12 units from each of List A (Arts/Languages/Social Sciences) and List B (Mathematics/Science/Technology).

## **Achievement standard requirement**

Students must:

- Achieve at least 14 C grades or higher in Year 11 and 12 units (or equivalents) including at least six C grades in Year 12 units (or equivalents).
- Complete at least four Year 12 ATAR courses or complete a Certificate II (or higher) VET qualification.

## **Literacy and Numeracy Standard requirement**

There are **two parts** to achieving the WACE literacy and numeracy requirements.

Students must:

- Complete two Year 11 English units and a pair of Year 12 English units as mentioned above.
- Achieve a Band 8 or higher in the Year 9 NAPLAN Reading, Writing and Numeracy tests or
- Successfully complete the Online Literacy Numeracy Assessment (OLNA).

The OLNA is compulsory for students who have not achieved a Band 8 or higher in the Year 9 NAPLAN Reading, Writing or Numeracy tests. Students have up to six opportunities between Year 10 and the end of Year 12 to demonstrate the WACE minimum standards of literacy and numeracy through the OLNA testing.

## **Unit equivalence**

VET programmes such as certificates II and III can contribute to the 20-unit requirement described above. This is known as Unit Equivalence. The maximum unit equivalence available through VET qualifications and/or endorsed programs is eight (8) units (of the 20 units a student needs to achieve their WACE) – four Year 11 units and four Year 12 units.

## SENIOR SCHOOL OPTIONS

---

In 2023 all Year 11 students will study six courses. Generally, there will be three types of courses on offer. A student's course of study will consist of one or more of these options according to ability, interests and career aspirations. The options include:

- ATAR (Australian Tertiary Admission Rank) courses
- General courses
- Vocational Education and Training (VET) Certificate courses.

It is possible to 'mix and match' these options to allow students the best platform to meet the requirements of the Western Australian Certificate of Education (WACE) and enable them to pursue their chosen career. A description of each of these course types follows below:

### ATAR Courses and Pathway

#### ***Choose four or more ATAR courses to pursue an ATAR Pathway.***

ATAR courses are typically for students aiming to achieve direct entry to an Australian University after high school. ATAR courses are examined in November of Year 12 via external exams set by the School Curriculum and Standards Authority (SCSA).

Each ATAR course consists of two units:

- Year 11 ATAR Courses - Units 1 and 2
- Year 12 ATAR Courses - Units 3 and 4

Students who intend to enrol in University will need to study at least four ATAR courses in Year 12 in order to be eligible for an Australian Tertiary Admission Rank (ATAR). This is used by universities around Australia to rank applicants and hence select students for entry into their courses.

For detailed ATAR information go to the Tertiary Admissions Service Centre (TISC) website at: <https://www.tisc.edu.au/static/home.tisc>

### General Courses and Pathway

#### ***Choose a minimum of five General courses to pursue a General Pathway.***

General courses are typically for students aiming to enter a TAFE college, further training (such as an apprenticeship) or the workforce directly from high school. These courses are not examined externally, although students will sit an Externally Set Task (administered by SCSA) in Year 12.

Each General course consists of two units:

- Year 11 General Courses - Units 1 and 2
- Year 12 General Courses - Units 3 and 4

General courses also include:

- Foundation courses for students who have been unable to demonstrate the minimum standards for literacy and/or numeracy, and are unlikely to do so by the end of Year 12
- Preliminary courses for students who have been identified as having a learning difficulty and/or intellectual disability. They provide an option for students who cannot access the ATAR or General course content; are unable to progress directly to training from school, or who require modified and/or independent education plans.

## VOCATIONAL EDUCATION AND TRAINING (VET) CERTIFICATES

Students selecting Foundation courses will need to complete a Certificate II qualification or higher in order to achieve a Western Australian Certificate of Education (WACE).

VET certificates are recognised around Australia and give students the opportunity to gain core skills for work and in some cases complete training in industry through workplace learning. Undertaking a VET qualification means students can begin training for their career while still at high school.

VET Certificate qualifications contribute towards the WACE as “unit equivalents”. This effectively means that a certificate course is considered equal to a number of WACE Course Units. Of the 20 units that need to be completed over Year 11 and 12 to achieve the WACE, a maximum of eight-unit equivalents can come from Certificate courses. The allocation of unit equivalence will be based on the completion of the full qualification at a Certificate II, III or IV (or partial completion of a Cert III or IV).

A total of four-unit equivalents (two Year 11 and two Year 12 units) will be awarded for a completed Certificate II. A completed Certificate III will result in 6-unit equivalents being awarded (two Year 11 and four Year 12 units).

The College will offer a range of VET Certificate Qualifications in 2025 – some of these will be delivered in-house at Bunbury Catholic College, while others may be delivered externally (off campus) through a number of Registered Training Organisations (RTO) such as South West Regional TAFE.

### Year 11 Assessment

Each ATAR and General course has an assessment outline that specifies the types of assessments that can be applied in that course (e.g. classroom tests, in-class work, assignments, practical work and examinations). The marks a student earns on these assessments determine the grade they receive for each unit pair completed.

Students will receive an A, B, C, D or E grade for each unit pair, except for units of Preliminary courses, which are not graded.

Students will also receive a school mark in the range 0 to 100 for each unit pair of an ATAR or General course they complete (except Preliminary courses). If a student intends studying at a University after Year 12, they should be aware that marks around 60 (i.e. a mid C grade) represent the minimum entry standard for most University courses. Higher marks are required to access more competitive University courses.

The final assessment in ATAR courses is a 50:50 combination of school-based assessment and external examinations. Only students who complete one or more ATAR courses will be required to sit the WACE examinations.

The raw school-based mark and WACE exam mark for each ATAR course will be statistically adjusted by the School Curriculum & Standards Authority. This adjustment is generally referred to as ‘scaling’ but in fact involves three separate procedures: moderation (to allow marks at one school to be compared to marks at another school), standardisation (to allow for differing degrees of difficulty between courses and from year to year) and scaling (to allow for differing abilities of the cohort of students taking each course).

## YEAR ELEVEN COURSE SELECTION

---

### CHOOSING YEAR 11 COURSES

#### The basis for selecting courses

It is important that course selection is made on the basis of a student's preferred post-school destinations and possible future careers. Selection should be realistic and aligned with a student's interests and academic ability. Course selection is a process that takes some time to complete effectively.

#### (a) Academic Ability

In order to achieve success in senior school courses, students need to have demonstrated an appropriate degree of academic ability and achievement in Year 10 courses. Without this background, students invariably have difficulty with the course content in Years 11 and 12. Therefore each course on offer in Year 11 and 12 has prerequisite grades or levels of achievement a student must meet in order to select that particular course.

#### (b) Interests

The range of courses offered at the College gives students the opportunity to pursue their particular interests at levels appropriate to their ability.

#### (c) Course Recommendations

At the end of Term 2 students will receive their Course Selection Form including Course Recommendations provided by Heads of Learning Areas in consultation with Course Teachers. These recommendations are based on a student's past performance, in particular their first semester results in each course. Students are required to base their course selection on the Recommended or Not Recommended indicators provided by College staff.

#### (d) Future Intentions

If University entry is a student's preferred goal at the end of Year 12, an ATAR Pathway and selection of at least four ATAR courses would be appropriate for Year 11.

If TAFE entry or direct entry to employment is the goal, then a General Pathway including a selection of General courses and at least one Certificate II or higher course would be appropriate.

Students, whether planning to seek early employment, employment after leaving school or to continue with further tertiary studies (TAFE, university or other) should choose courses that will maximise their options for the future. Students should also be aware that many TAFE qualifications can lead to University entry with advanced standing.

**Before completion of the Online Course Selection Form**

- Semester One Academic reports showing Year 10 achievement are available at the end of Term 2.
- Along with their Semester One Academic report, all Year 10 students will receive their Online Course Selection Form.
- Parent/Teacher/Student interviews are conducted in early Term 3 where the Semester report can be discussed with teachers.
- Year 10 students and their parents will meet with their Course Advisor to finalise their 2025 Course Selections.

**Changes to courses after the start of Year 11**

Some course changes may be possible early in the 2025 academic year, via a completed “Course Changes Request Form” available at Student Services. A number of factors may impact a course change. These include:

- Does the new course fit with the student’s post-school plans?
- Does the new course satisfy the criteria for WACE and/or University Entrance?
- Does the new course fit the timetable structure? And is there room in the class?

**HOW TO SELECT YOUR YEAR 11 PATHWAY FOR 2025**

1. Decide possible career/s you would like to pursue.
2. Determine whether your chosen career requires University study (an ATAR Pathway), TAFE study or education up to Year 12 level only (a General Pathway).
3. Check pre-requisite courses for University or TAFE study.

Many University courses require students to have successfully completed certain prerequisite courses in Year 12 to be eligible for entry. Similarly, TAFE courses have minimum Entrance Requirements which usually involve students achieving a specific level of English (literacy standard) and Mathematics (numeracy standard) or minimum AQF Certificate Qualification level in order to be considered for entry into the course.

For specific entry requirements:

**Universities**

Check the Tertiary Institutions Service Centre (TISC) website at [www.tisc.edu.au](http://www.tisc.edu.au) or the specific University website and/or handbooks for pre-requisites for the university course/s you are considering. Your course selection must also meet University Entrance Requirements.

**TAFE**

Check the TAFE websites at South Regional TAFE WA : <https://www.southregionaltafe.wa.edu.au/>

Discuss course selections with your Course Advisor to ensure your selections will meet the minimum entrance requirements and Selection Criteria for the course/s being considered.

**4. Check your grades and HOLA recommendations**

Students should then check that they have achieved the prerequisite grade and HOLA recommendation as set by the College for each particular Year 11 Course being considered.

These prerequisites have been set on the basis that students need a background and a sound level of achievement before they can pursue the study of a Course at Year 11 level with the expectation of a degree of success.

**COURSES OFFERED IN YEAR 11**

*The College reserves the right to withdraw any course.*

**ATAR Courses**

<b>List A Courses (Arts/Languages/Social Science)</b>	<b>List B Courses (Mathematics/Science/Technology)</b>
Religion and Life  English English Literature  Economics Geography Modern History Politics and Law  Dance Drama Music VISUAL ARTS Visual Arts	Mathematics: Applications Mathematics: Methods Mathematics: Specialist  Health Studies Outdoor Education Physical Education Studies  Biology Chemistry Human Biology Physics Psychology  Applied Information Technology Computer Science

**Preliminary, Foundation & General Courses**

<b>List A Courses (Arts/Languages/Social Science)</b>	<b>List B Courses (Mathematics/Science/Technology)</b>
Religion and Life - General  English - General English - Foundation English - Preliminary  Dance - General Drama - General Music - General  Careers and Enterprise - General	Mathematics Essential - General Mathematics - Foundation Mathematics - Preliminary  Health Studies - General Outdoor Education - General Physical Education Studies - General  Human Biology - General Marine and Maritime Studies – General Psychology - General  Applied Information Technology - General Food Science Technology - Preliminary Woodwork - Preliminary

**VET Certificate Qualifications**

IN SCHOOL	TAFE
<p>CERT III in EARLY CHILDHOOD EDUCATION AND CARE</p> <p>CERT III in BUSINESS</p> <p>CERT III in SPORT &amp; RECREATION</p> <p>CERT II in OUTDOOR RECREATION</p> <p>CERT II in ENGINEERING</p> <p>CERT III in MUSIC</p> <p>CERT II in FILM &amp; PHOTOGRAPHY</p> <p>CERT IV in PREPARATION FOR HEALTH AND NURSING STUDIES (On-Line delivery/Cost/ Mentored)</p> <p>ONLINE CERT COURSES</p> <p>INDIVIDUAL STUDENT CHOICE</p> <p>EXAMPLES: HORSEMANSHIP/TOURISM</p> <p>NATIONALLY RECOGNISED CERTIFICATE COMPLETED WITHIN THE NORMAL SCHOOL PROGRAM</p>	<p>Too Many to List - See Mr Michael Downes for more details</p> <p>Please see the <u><a href="#">Vocational Education and Training (VET)</a></u> section of this book.</p>

**PREREQUISITES FOR YEAR 11 COURSES**

These pre-requisites specify the minimum standards of achievement at Year 10 level for entry into Year 11 courses.

**ATAR Courses**

- Passed OLNA
- Minimum high C (65%) in relevant Year 10 course.

**ATAR Mathematics Specialist**

- Passed OLNA
- Minimum A grade in Year 10 Mathematics General
- Must also select ATAR Mathematics Methods.

**General Courses**

- Passed/close to passing (Cat 2) OLNA
- No subject specific pre-requisites

## RELIGIOUS EDUCATION LEARNING AREA

### RELIGION AND LIFE ATAR

The Religion and Life ATAR course provides students with opportunities to explore how and why individuals and communities relate to and understand religion. Students use a range of inquiry skills to explore at least one religious worldview and to investigate characteristics of religion, their origins, foundations, cultural influences and development over time. They also use these skills to analyse the role religion plays in society and to consider the challenges and opportunities religions face in the future.

The Religion and Life ATAR course is designed to facilitate achievement of the following outcomes:

#### Outcome 1 – The nature of religion

Students understand that many people find meaning and purpose in life through religion.

#### Outcome 2 – The influence of religion

Students understand the role religion plays in the lives of individuals and in society.

#### Outcome 3 – Religious inquiry skills

Students use religious inquiry and learning skills to investigate their understanding of the interplay between religion and life.

### YEAR 11 RELIGION AND LIFE ATAR

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

#### ATAR Unit 1

The focus of this unit is the place of religion in society. It examines the responses of people to religion, in particular how people understand the response of religion to their concerns, needs and questions. Students develop the skills required for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life.

#### ATAR UNIT 2

The focus of this unit is religious identity and purpose. It investigates how religion shapes, forms and supports people in life. The unit also examines how religion impacts on and interacts with, groups in society. Students develop the skills required for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life.

#### Assessment

Type of Assessment	Weighting
Investigation	25%
Explanation	20%
Source Analysis	25%
Examinations	30%

## RELIGION AND LIFE GENERAL

The Religion and Life General course provides students with opportunities to learn about religion and to explore the relationship between religion, society and individuals. Using a range of inquiry skills students develop an understanding of ways in which people discover, understand and express their religious beliefs. They also use these skills to explore one or more religions in detail, to analyze the role religion plays in human affairs and to explore issues of concern to religion.

The Religion and Life General course is designed to facilitate achievement of the following outcomes:

### Outcome 1 – The nature of religion

Students understand that many people find meaning and purpose in life through religion.

### Outcome 2 – The influence of religion

Students understand the role religion plays in the lives of individuals and in society.

### Outcome 3 – Religious inquiry skills

Students use religious inquiry and learning skills to investigate their understandings of religion and life.

## YEAR 11 RELIGION AND LIFE GENERAL

### Unit 1

The focus of this unit is religion as a human activity. It explores how people search for meaning in life and the characteristics of religion. Students conduct research and develop the skills required for processing information and communicating findings about religion and life.

### Unit 2

The focus of this unit is the role religion plays in society. It considers the responses offered by religion to issues that exist in society. Students conduct research and develop the skills required for processing information and communicating findings about religion and life.

### Assessment

Type of Assessment	Weighting
Investigation	30-40%
Explanation	30-40%
Source Analysis	30-40%

## ENGLISH LEARNING AREA

---

### ENGLISH GENERAL

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts.

The course is designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language, literacy and literary skills. Students comprehend, analyse, interpret, evaluate and create analytical, imaginative, interpretive and persuasive texts in a range of written, oral, multimodal and digital forms.

#### Unit 1

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

#### Unit 2

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

#### Assessment

Type of Assessment	Weighting
Responding	40-60%
Creating	40-60%

## ENGLISH ATAR

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes, encouraging students to critically engage with texts from their contemporary world, the past, and from Australian and other cultures. Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and to enjoy creating imaginative, interpretive, persuasive and analytical responses in a range of written, oral, multimodal and digital forms.

### 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.

### 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, persuasive and analytical elements in a range of texts and present their own analyses.

### Assessment

Type of Assessment	Weighting
Responding	35-40%
Creating	35-40%
Examination	20-30%

## LITERATURE ATAR

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

### 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.

### 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.

### Assessment

Type of Assessment	Weighting
Extended Written Response	10-20%
Short Written Response	30-40%
Creative production of a literary text	10-20%
Oral	10-20%
Examination	20-30%

## ENGLISH FOUNDATION

The English Foundation course aims to develop students' skills in reading, writing, viewing, speaking and listening in work, learning, community and everyday personal contexts. This course is for students who have not demonstrated the literacy standard in the OLNA. Such development involves an improvement in English literacy, where literacy is defined broadly to include reading ability, verbal or spoken literacy, the literacy involved in writing, and visual literacy. Students undertaking this course will develop skills in the use of functional language conventions, including spelling, punctuation and grammar. Good literacy skills are required for comprehending and producing texts; for communicating effectively in a learning or working environment, or within a community; or for self-reflection; and for establishing one's sense of individual worth.

Teachers will construct Unit 1 and Unit 2 in Year 11, and Unit 3 and Unit 4 in Year 12, according to the common unit content descriptions. The content descriptions elaborate on how reading, producing, speaking and listening skills can be developed, and focus on what students need to learn. By exploring, visiting and revisiting the content shared in each of the four units, the teaching of this course aims to consolidate what students have learned, to fill in the gaps, to build on what students know and understand already, and to improve students' levels of literacy.

### Assessment

Type of Assessment	Weighting
Reading	35%
Writing	35%
Oral Communication	30%

\* The English Foundation course is only available for students who are still working towards completing their OLNA literacy competencies. Students who have satisfied OLNA by the end of Year 11 are required to move across to the English General Course in Year 12.

**ENGLISH PRELIMINARY**

Preliminary courses provide a relevant option for students who cannot access the ATAR or General course content with adjustment and/or disability provisions, or who are unable to progress directly to training from school, or who require modified and /or independent education plans. Preliminary courses are designed for students who have been identified as having a recognised disability under the Disability Discrimination Act 1992, and who meet the above criteria.

This course consists of a combined Year 11 and Year 12 syllabus. The syllabus is divided into four units. Each unit is designed to be delivered over a semester, however the pace of delivery will reflect the abilities of the students.

In Year 11, students complete two units:

**Unit 1 and Unit 2**

The focus for these units is independence. Students develop and apply language skills within their family, school, social and community contexts.

Through the use of verbal and non-verbal language, they express their opinions, meet their specific needs and achieve relevant goals. They receive personalised support in the development and use of their individual communication approaches.

Students engage with a variety of personally relevant and familiar print, visual, oral and/or multimodal texts to develop and extend their communication skills and enhance their social interactions.

## HUMANITIES LEARNING AREA

### ECONOMICS ATAR

An understanding of Economics is vital for all professions! It is a fascinating dive into psychology and business. Economics aims to understand and analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing using models and theories that will help students make good personal and professional decisions throughout their lives.

Why study Economics? Watch this short clip to find the answer:

<https://www.youtube.com/watch?v=KwQbnNzxUHo>

#### Who is this course for?

This course is for students who have an interest in the world around them. Economics is current and is always changing. It examines human behaviour, how firms and markets operate, and how the government functions. It is always relevant. The Economics ATAR course develops reasoning, logical thinking and interpretation skills demanded by the world of work, business and government. These skills relate to a variety of qualifications in vocational, technical and university education contexts.

#### Unit 1 – Microeconomics

This unit is an introduction to microeconomics and explores the role of the market in determining the wellbeing of individuals and society. Students explore the workings of real-world markets with an emphasis on the Australian economy.

#### Unit 2 – Macroeconomics

This unit is an introduction to macroeconomics and explores economic growth, inflation and unemployment with an emphasis on the Australian economy. Students learn it is important to measure and monitor changes in these macroeconomic indicators as changes in the level of economic activity affect the wellbeing of individuals and society.

TYPE OF ASSESSMENT	WEIGHTING
<b>Data interpretation/Short answer</b> An answer of less than 150 words.	30%
<b>Extended answer</b> Analysis of an economic concept, event or issue.	40%
<b>Examination</b> Conducted at the end of each unit.	30%

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

## GEOGRAPHY ATAR

### Who is this course for?

If you enjoy learning about the planet you live upon and how humans interact with the natural environment, and vice versa, then Geography is for you. It provides students with the knowledge and understanding of the nature, causes and consequences of natural and ecological hazards, international integration in a range of spatial contexts, land cover transformations, and the challenges affecting the sustainability of places. In the ATAR course, students learn how to collect information from primary and secondary sources, such as field observation and data collection, mapping, monitoring, remote sensing, case studies and reports. Geography is a varied subject where you learn theory and new vocabulary and then put this into use in your learning of depth studies and real-world events.

### Unit 1 – Natural and ecological hazards

In this unit, students explore both natural (i.e. hydrological, geomorphic and atmospheric) hazards and ecological (i.e. biological and chemical) hazards, the impacts they have on people, place and environments and the risk management of these hazards. Risk management is defined in terms of preparedness and mitigation. In Unit 1 students will learn about bushfires, the impact of infectious diseases such as Ebola, or Chernobyl, a nuclear disaster. You will investigate the causes and impacts of these hazards, make comparisons with developed countries, and investigate the risk management strategies used by people to protect against the impacts of hazards.

### Unit 2 – Global networks and interconnections

In this unit, students explore the economic and cultural transformations taking place in the world – the diffusion and changing spatial distribution and the impacts of these changes – that will enable them to better understand the dynamic nature of the world in which they live. The first study focuses on analysing a multi-national company to understand the process of globalisation and the changes in the production and consumption of their food-based goods. The second depth study allows you to choose one of the football codes, and investigate its spread and adaptation around the globe.

Type of assessment	Weighting
<b>Geographical inquiry/Fieldwork</b> Students conduct investigations and fieldwork, process and translate information, and communicate findings following ethical protocols and procedures.	30%
<b>Response/Practical skills</b> Questions can require students to respond to stimulus material and/or include the application of practical skills.	40%
<b>Examination</b> Conducted at the end of each unit.	30%

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

## MODERN HISTORY ATAR

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

### Who is this course for?

Students who have a genuine interest in past events, people, and societies.

Students who are interested in understanding how events and people have an impact on their context and shape the society in which they live.

Students who are prepared to question their own personal opinions and understandings of the world.

### Unit 1 - Capitalism – the American Experience 1901-1941

This unit examines developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. Students explore crucial changes, for example, capitalism and consumption, the transformation of production, the challenge to social hierarchy and hereditary privilege, the assertion of inalienable rights; and the principles of government by consent. Students will study content such as:

- The main causes of the rise of capitalism in the USA, including the expansion of railways; immigrant labour and mass production.
- The impact of World War I on shaping American values, film, fashion, gangsters and the Jazz Age.
- The Great Depression and the New Deal.

### Unit 2 - Nazism in Germany 1918–1945

The focus for this unit is on movements for change in the 20th century that led to change in society, including people's attitudes and circumstances. Students will study content such as:

- The economic, political and military circumstances in Germany at the end of World War I and how those circumstances contributed to the rise of Nazism.
- Reasons for the Nazi Party's rise to power and the nature and effect of the Nazi state, including military mobilisation, propaganda, terror and repression and the nature of opposition to the Nazis, social policies on youth and women, religion, and the Holocaust.

Type of assessment	Weighting
<b>Historical inquiry</b> Students use relevant historical skills to plan, conduct and communicate an inquiry related to the elective they are studying.	20%
<b>Explanation</b> Students respond in the form of an essay (which can be scaffolded) or a sectionalised answer for one or more closed or open questions or for a topic.	20 - 30%
<b>Source analysis</b> Students work with a number of sources using interpretation, analysis, evaluation and/or synthesis.	20 - 30%
<b>Examination:</b> Conducted at the end of each unit.	30%

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

## POLITICS AND LAW ATAR

Understand how laws and the political system structure your world! This exciting course provides students with a grounding in excellent communication and analysis skills – desirable for all university courses. The Politics and Law ATAR course provides a study of the processes of decision-making concerning society's collective future. It aims to develop the knowledge of the principles, structures, institutions and processes of political and legal systems primarily in Australia. It brings together the executive, legislative and judicial branches of government to demonstrate how society is governed and how each branch of government is held to account. Students will examine the democratic principles practiced in Australia and makes comparisons with other political and legal systems.

### Unit 1 – Democracy and the rule of law Unit description.

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 Unit description.

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 (the last three years) are used to provide a framework for the unit.

Type of Assessment	Weighting
<b>Investigation</b> Students research a political or legal concept, event or issue.	10%
<b>Short answer</b> Typically, a series of closed or partially open questions that can require a definition, description, explanation, discussion and/or comparison.	20%
<b>Essay</b> Typically requires a response to a question, statement or proposition.	20%
<b>Source Analysis</b> Students respond to questions based on one or more sources.	20%
<b>Examination</b> Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.	30%

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

## LANGUAGES

### INDONESIAN: SECOND LANGUAGE ATAR

The Indonesian: Second Language ATAR course builds upon the foundation laid in the Year 7–10 curriculum, aiming to deepen students' grasp of Indonesian language and culture. Through this course, students enhance their linguistic proficiency and refine their communication abilities.

The course is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community. It focuses on further developing a student's knowledge and understanding of the culture and the language of Indonesian-speaking communities. Through the course, students gain a broader and deeper understanding of the Indonesian language and extend and refine their communication skills.

#### Unit 1

Students reflect on what they do in their daily life and express their identity and what it means to be a teenager. They discuss moving into adulthood, coping with pressures, socialising, and developing relationships. Additionally, students explore the influence of culture on lifestyle in Indonesia through a study of music, film, and national and religious celebrations. They also consider communication in a changing world and its influence on culture and language.

#### Unit 2

Students reflect on the appeal of Australia to travellers and the reasons why Indonesians travel to Australia. They discuss the importance of cross-cultural engagement when interacting with Indonesian visitors to develop deeper relationships. Students explore preparations for exchange to Indonesia and discover how exchange visits link communities, broaden friendships, and bring new opportunities as well as challenges. Students also consider future education and employment opportunities as well as travel and community service pathways in a fast-developing world.

#### Assessments

Type of Assessment	Weighting
Response: Listening	10%
Oral communication	20%
Response: Viewing and reading	20%
Written Communication	20%
Examination Practical	10%
Examination Written	20%

## ITALIAN ATAR

The Italian: Second Language ATAR course builds upon the foundation laid in the Year 7–10 curriculum, aiming to deepen students' grasp of Italian language and culture. Through this course, students enhance their linguistic proficiency and refine their communication abilities. Furthermore, the course facilitates connections to various opportunities such as employment, further education, and travel. It also encourages engagement in sister school and student exchange programs, fostering cultural exchange between Western Australia and Italy. Designed to prepare students for an interconnected world, the Italian: Second Language ATAR course equips them with the necessary skills to thrive in a globalized society and within diverse local communities. It serves as a springboard for lifelong language learning.

### Unit 1

Students reflect on the different relationships in their lives and consider the importance of friendship in their lives and the lives of young Italians.

Students explore Italian traditions, events and celebrations, and how these promote a sense of community and an awareness of culture.

Students consider how the internet, mobiles, social networking and other technologies impact on the lives of young people around the world.

### Unit 2

Students reflect on their own holiday tales and discuss what is essential when planning a trip and travelling at home and/or abroad. Students explore travelling in a particular Italian region or city and explore tourist attractions and cultural experiences.

Students explore Australia as a destination for Italian-speaking travelers and discuss how they would prepare an Italian speaker for a trip to Australia.

Students consider how technology is changing world travel, influencing how people plan their holidays and communicate while they are away

### Assessment

Type of Assessment	Weighting
Response: Listening	15%
Oral communication	20%
Response: Viewing and reading	15%
Written Communication	20%
Examination Practical	10%
Examination Written	20%

## MATHEMATICS LEARNING AREA

### MATHEMATICS SPECIALIST ATAR

#### ATAR BONUS

For university admission a bonus of 10% of a student's final score in Mathematics Specialist is added to his/her Tertiary Entrance Aggregate which in turn is used to calculate the ATAR. A student will receive this bonus irrespective of whether or not his/her Maths Specialist course result is used as one of their best 4 course scores.

Mathematics Specialist is designed for students with a strong interest in mathematics, including those intending to study mathematics, statistics, all sciences and associated fields, economics or engineering at university.

Mathematics Specialist has been designed to be taken in conjunction with Mathematics Methods. The subject contains topics in functions, calculus, probability and statistics that build on and deepen the ideas presented in Mathematics Methods and demonstrate their application in many areas. Vectors, complex numbers and matrices are introduced.

#### Unit 1

The three topics in Unit 1 complement the content of the Mathematics Methods ATAR course. The proficiency strand of Reasoning, from the Year 7–10 curriculum, is continued explicitly in the topic Geometry through a discussion of developing mathematical arguments. This topic also provides the opportunity to summarise and extend students' studies in Euclidean Geometry, knowledge which is of great benefit in the later study of topics such as vectors and complex numbers. The topic Combinatorics provides techniques that are very useful in many areas of mathematics, including probability and algebra. The topic Vectors in the plane provides new perspectives on working with two-dimensional space and serves as an introduction to techniques which can be extended to three-dimensional space in Unit 3. These three topics considerably broaden students' mathematical experience and therefore begin an awakening to the breadth and utility of the subject. They also enable students to increase their mathematical flexibility and versatility.

#### Unit 2

In Unit 2, Matrices provide new perspectives for working with two-dimensional space and Real and complex numbers provides a continuation of the study of numbers. The topic Trigonometry contains techniques that are used in other topics in both this unit and Units 3 and 4. All topics develop students' ability to construct mathematical arguments. The technique of proof by the principle of mathematical induction is introduced in this unit.

#### Assessment

Type of Assessment	Weighting
Response	40%
Investigation	20%
Examination	40%

## MATHEMATICS METHODS ATAR

### ATAR BONUS

For university admission a bonus of 10% of a student's final score in Mathematics Methods is added to his/her Tertiary Entrance Aggregate which in turn is used to calculate the ATAR. A student will receive this bonus irrespective of whether or not his/her Maths Methods course result is used as one of their best 4 course scores.

Mathematical Methods is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

The major themes of Mathematics Methods are calculus and statistics. They include as necessary prerequisites studies of algebra, functions and their graphs, and probability. They are developed systematically, with increasing levels of sophistication and complexity.

### Unit 1

Unit 1 begins with a review of the basic algebraic concepts and techniques required for a successful introduction to the study of functions and calculus. 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 probability and statistics begins in this unit with a review of the fundamentals of probability, and the introduction of the concepts of conditional probability and independence. The study of the trigonometric functions begins with a consideration of the unit circle using degrees and the trigonometry of triangles and its application. Radian measure is introduced, and the graphs of the trigonometric functions are examined and their applications in a wide range of settings are explored.

### Unit 2

In Unit 2, exponential functions are introduced and their properties and graphs examined. Arithmetic and geometric sequences and their applications are introduced and their recursive definitions applied. 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), geometrically (as slopes of chords and tangents), and algebraically. This first calculus topic concludes with derivatives of polynomial functions, using simple applications of the derivative to sketch curves, calculate slopes and equations of tangents, determine instantaneous velocities, and solve optimisation problems.

### Assessment

Type of Assessment	Weighting
Response	40%
Investigation	20%
Examination	40%

## MATHEMATICS APPLICATIONS ATAR

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

### Unit 1

'Consumer arithmetic' reviews the concepts of rate and percentage change in the context of earning and managing money, and provides a context for the use of spread sheets. 'Algebra and matrices' continues the Year 7–10 study of algebra and introduces the new 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' extends the knowledge and skills students developed in the Year 7–10 curriculum with the concept of similarity and associated calculations involving simple and compound geometric shapes. The emphasis in this topic is on applying these skills in a range of practical contexts, including those involving three-dimensional shapes.

### Unit 2

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

### Assessment

Type of Assessment	Weighting
Response	40%
Investigation	20%
Examination	40%

## MATHEMATICS ESSENTIAL GENERAL

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

### Unit 1

This unit includes the following four topics: basic calculations, percentages and rates, using formulas for practical purposes, measurement and graphs. It will provide students with the mathematical skills and understanding to solve problems relating to calculations, the use of formulas to find an unknown quantity, applications of measurement and the use and interpretation of graphs. Possible contexts for this unit are earning and managing money and nutrition and health.

### Unit 2

This unit includes the following four topics: representing and comparing data, percentages, rates and ratios and time and motion. It will provide students with the mathematical skills and understanding to solve problems related to representing and comparing data, percentages, rates and ratios, and time and motion. Possible contexts for this unit to achieve this goal are transport and independent living.

### Assessment

Type of Assessment	Weighting
Response	50%
Practical Application/Investigation	50%

## MATHEMATICS FOUNDATION GENERAL

Foundation courses are designed for students who have not demonstrated the Western Australian Certificate of Education (WACE) Standard of Numeracy and Standard Australian English (SAE) literacy skills

Mathematics Foundation is a General course which 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.

The mathematics content in Mathematics Foundation is cumulative across the two years of the course. The sequence of content enables students to learn the fundamental mathematics knowledge, understandings and skills they may have missed in the past and builds these across the two years.

### Unit 1

This unit provides students with the mathematical knowledge, understanding and skills to solve problems relating to addition and subtraction, length, mass, capacity and time. It involves the extraction of information from, and the interpretation of, various simple forms of data representation used in everyday contexts. The number formats in Unit 1 are whole numbers and money.

### Unit 2

This unit provides students with the mathematical knowledge, understanding and skills relating to fractions and decimals to solve problems relating to multiplication and division, perimeter, area and volume and qualitative probability from everyday contexts. The number formats in Unit 2 are whole numbers, money, fractions and decimals.

### Assessment

Type of Assessment	Weighting
Response	50%
Practical Application	50%

## THE ARTS LEARNING AREA

### DANCE ATAR

The study of dance acknowledges the interrelationship between practical and theoretical aspects – the making and performing of movement and the appreciation of its meaning. It allows students to make and present dance relevant to their lives.

The Dance ATAR course develops and presents ideas through a variety of genres, styles and forms, as it provides a unique way in which to express our cultural view and understanding of the world. Through critical decision making in individual and group work, movement is manipulated and refined to reflect the choreographer's intent.

Students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices and draw on their own physicality and the interpretation of existing work of others to make dance works.

Through the participation in the Dance ATAR course, students develop transferrable skills essential to their future. These include communication skills, collaborative teamwork skills, negotiation and conflict resolution skills, problem-solving skills as well as the ability to organize, investigate, analyse and evaluate. Participation may lead to opportunities for future study in dance or related arts fields as well as many other areas.

#### Unit 1 - The focus for this unit is 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 2 - The focus for this unit is Australian dance

This unit focuses on the diverse range of functions and contexts of dance in Australia. Students analyse critically 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.

#### Assessment

Type of Assessment	Weighting
<b>Performance/Production</b> Exploring ideas, improvising, manipulating the elements of dance and using choreographic devices and structures to create original dance. Demonstrating technical dance skills, techniques/styles, interpreting choreographic intent and performance qualities in a range of performance contexts.	50%
<b>Response</b> Response to analysis and evaluation of own, others' or professional dance works using a range of critical frameworks and primary and secondary sources.	30%
Written Examination	10%
Practical Examination	10%

Dance genres to be studied are Contemporary, and others chosen from the following: Jazz, Tap, Irish, Ballet, or Bollywood.

Additional Course Requirements: Some after school rehearsals, performances and excursions will occur and must be attended.

## DANCE GENERAL

Year 11 Dance General is able to offer an opportunity for students to achieve an elite level of movement skills. The course covers physical competencies specific to dance, including anatomy (movement specific alignment), strength, flexibility, coordination and rhythmic understanding, while learning to use the body as a medium for artistic expression.

There are opportunities to present dance to an audience. In both units there is a Strong focus on practical lessons and performances. A range of diverse genres can be studied including contemporary, jazz, hip-hop and cultural dance.

The study of dance ensures that dancers demonstrate safe dance practices and understand health issues that will enhance their general physical well-being and prolong their dance involvement. There is a focus on own dance-making (choreographing) and the analysis of the dance works of others. In performing dance, technical, design and expressive skills are incorporated and developed.

Through participation in the Dance General course, students develop transferable skills essential to their future. These include communication skills, collaborative teamwork skills, negotiation and conflict resolution skills, problem solving skills, as well as the ability to organise, analyse and evaluate. Participation may lead to opportunities for future study in dance or related arts fields as well as many other areas.

### Unit 1 – Exploring the Components of Dance

The focus of this unit is:

- Choreographic tasks to produce dance works for performance
- Exploration of different dance genres
- Improvisation.

### Unit 2 – Dance as Entertainment

The focus of this unit is:

- The entertainment potential of dance and choreography
- Safe dance practices
- Genre-specific technique
- Choreographic tasks to produce dance works for performance
- Exploration of different dance genres



### Assessment

Type of Assessment	Weighting
<b>Performance/Production</b> Exploring ideas, improvising, manipulating the elements of dance and using choreographic devices and structures to create original dance.	70%
<b>Response</b> Response to, analysis and evaluation of own, others' or professional dance works.	30%

Additional Course Requirements: Some after-school rehearsals, performances and excursions will occur and must be attended.

## DRAMA ATAR

Dramatic skills are highly underrated in today's modern world as it becomes increasingly challenging to get along in a changing society. Drama allows us to explore our vulnerabilities and fears and helps us to overcome the challenges and pressures of everyday life. Drama helps us build confidence and allows us to engage with our peers and colleagues in a thoughtful and insightful way. It helps to prepare us for the world outside of schooling. It is a valuable pathway for many career choices, not just acting.

Students work independently and collaboratively, learning time management skills, showing initiative and demonstrating leadership and interpersonal skills. The Drama ATAR course requires them to develop and practice problem-solving skills through creative and analytical thinking processes. They develop their capacity to respond to, reflect on, and make informed judgments using appropriate terminology and language to describe, analyse, interpret and evaluate drama. Students will have the opportunity to view live theatre at least once per semester and will attend workshops when available.

### Unit 1 - Representational/Realist Drama

This unit focuses on representational, realistic drama forms and styles. Students explore techniques of characterisation through different approaches to text interpretation, particularly those based on the work of Stanislavski and other representational drama. In this unit, students have the 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.

### Unit 2 - 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 the opportunity to research and collaboratively workshop, interpret and perform drama texts related to presentational, non-realistic drama that challenge and question perspectives.

Type of Assessment	Weighting
Performance/Production Researching drama in different contexts to support making drama; applying an understanding of drama in improvised, devised and scripted drama, including interpreting texts. Developing drama as an Actor, Director, Designer (either costume, lighting, set or sound); applying drama skills, conventions, elements, processes and ideas informed by an approach.	40%
Response Response to analysis and evaluation of own, others' or professional drama works. Planning, presenting and justifying approaches to drama texts in performance.	40%
Written Exam	10%
Practical Exam	10%



## DRAMA GENERAL

Drama is a vibrant and varied art form found in play, storytelling, street theatre, festivals, film, television, interactive games, performance art and theatres. It is one of the oldest art forms and part of our everyday life. Through taking on roles and enacting real and imagined events, performers engage audiences who suspend their disbelief to enter the world of the drama. Through drama, human experience is shared. Drama entertains, informs, communicates and challenges.

The Drama General course focuses on aesthetic understanding and drama in practice as students integrate their knowledge and skills. They use the elements and conventions of drama to develop and present ideas and explore personal and cultural issues. They engage in drama processes, such as improvisation, play building, text interpretation, playwriting and dramaturgy which allow them to create original drama and interpret a range of texts written or devised by others.

Their work in this course includes production and design aspects involving sets, costumes, makeup, props, promotional materials, stage management, front of-house activities, and sound and lighting. As part of the General Course students have the opportunity to participate in the College's Technical Course which is run in conjunction with the Bunbury Regional Entertainment Centre.

### Unit 1 – Dramatic storytelling

The focus of this unit is dramatic storytelling. Students engage with the skills, techniques, processes and conventions of dramatic storytelling.

### Unit 2 – Drama performance events

The focus for this unit is drama performance events for an audience other than their class members. In participating in a drama performance event, students work independently and in teams.

### Assessment

Type of Assessment	Weighting
<b>Performance/Production</b> Improvising and devising original drama, interpreting drama texts, rehearsing, designing lighting, sound, sets, costumes and graphics for programs, posters and promotion. Demonstrating drama skills, techniques, processes and technologies in a range of performance contexts.	70%
<b>Response</b> Response to, and analysis of own, others' or professional drama works in relation to elements, principles, techniques and/or processes of drama.	30%



## MUSIC

### ATAR Units 1 and 2

For success in this subject, a student should have basic theory knowledge, including the ability to read and notate music. Students will also need to be a confident performer on a preferred instrument. Students are required to have individual tuition for their chosen instrument or voice. An audition and interview may be required.

Unit 1 and 2 Music looks at the development of the musical elements and narratives throughout the history of music. In each unit there are three set works, one each from Western Art, Contemporary and Jazz music.

Across the two units, students apply their understanding of music to create, communicate and evaluate music ideas. They continue to develop and consolidate aural and music literacy skills, learning how the elements of music can be applied when listening, performing, composing and analysing music. Students explore how social, cultural and historical factors shape music in our diverse cultures and communities today. They apply critical listening and thinking skills and develop aesthetic understanding through comparing and analysing the songs that are the tapestry of our society. Students are encouraged to reach their creative and expressive potential, developing skills and stylistic awareness to confidently perform both individually and in a group or ensemble.

Students will study two components.

Practical	50%
Written	50%



Type of assessment			Weighting
Practical	Performance	To play select pieces of prepared repertoire in varying formats and to complete a technical work assessment	20%
	Performance Examination	To play 8 – 10 minutes of prepared repertoire in a recital setting.	30%
Written	Music Literacy	Written work on assorted musical concepts including, recognising, identifying and analysing notation and aural excerpts.	10%
	Composition	To complete two structured original works across the year with a duration of 90sec each. Process work must be provided.	10%
	Music Analysis	Aural and visual analysis of designated works and unseen works.	10%
	Written Examination	Written exam on all the above content except composition.	20%

### Practical Component

Students can choose to perform on an instrument or voice in one of four contexts:

- Contemporary
- Jazz
- Western Art
- Music Theatre.\* This context is vocal only



### Written Component

The written component includes the application of theory skills in order to analyse and deconstruct passages of music. Historical and cultural research of different musical pieces and the development of aural skills also forms part of the written component.

Students may study ATAR Music in conjunction with a Certificate III in Music.

## VISUAL ARTS ATAR

The Visual Arts ATAR course encompasses the practice and theory of the broad areas of art, craft and design. Students have opportunities to express their imagination, develop personal imagery, develop skills and engage in the making and presentation of artwork.

The Visual Arts ATAR course enables students to develop their visual literacy, communication and problem solving skills, encouraging creative and analytical ways of thinking. This course allows students to engage in traditional and new media, gaining understanding and appreciation of art both in Australian and International contexts. They analyse and evaluate their own works and the works of others and develop an appreciation of the role of art in the community and their daily lives.

### Recommendation

Art studied in Years 9 & 10 is recommended but not compulsory. A 'C' Grade or better in General English.

### Unit 1 – Differences

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

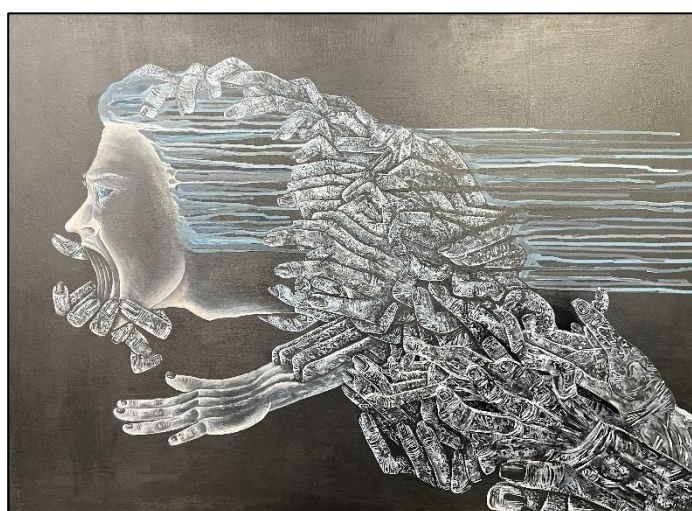
Students explore ways of collecting, compiling and recording information and documenting thinking and working practices. Students examine how visual language and media choices contribute to the process of conveying function and meaning, and use a range of media and technologies to explore, create, and communicate ideas.

### Unit 2 – Identities

The focus for this unit is identities. Students explore concepts or issues related to personal, social, cultural or gender identity. 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.

The course is divided into two content areas and their related assessment types:

Content Area	Type of Assessment	Weighting
<b>Art Making</b>	Production (Visual Diary and Resolved artwork) A body of work that incorporates resolved artwork and documentation of thinking and working practices.	50%
<b>Art Interpretation</b>	Analysis Response to analysis and evaluation of artwork	15%
	Investigation Case studies involving research and visual analysis	15%
	Examinations Conducted at the end of each semester and/or unit.	20%



## VISUAL ARTS GENERAL

This is a course designed for students who are passionate about art, who want to explore new and innovative mediums, but do not want the rigour of an ATAR course. Students have opportunities to express their imagination and develop personal imagery, skills and engage in the making and presentation of artworks, using traditional and new media. The Visual Arts General course encourages students to develop problem-solving skills together with creative and analytical ways of thinking. They analyse and evaluate their own works and the works of others and develop an appreciation of the role of art in the community and their daily lives.

For each of the following units students must complete a Visual Diary and Studio Production for the practical component of the course and an Analysis and Investigation Task for the written component. Please note the written component in Year 11 will prepare students for the Externally Set Task in Year 12.

### Unit 1 – Experiences

Students base art making and interpretation on their lives and personal experiences, observations of the immediate environment, events and/or special occasions.

### Unit 2 – Explorations

Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment in their art making and interpretation.

The course is divided into two content areas and their related assessment types:

Content Area	Type of Assessment	Weighting
<b>Art Making</b>	Production (Visual Diary and Resolved artwork) A body of work that incorporates resolved artwork and documentation of thinking and working practices.	70%
<b>Art Interpretation</b>	Analysis Response to analysis and evaluation of artwork	15%
	Investigation Case studies involving research and visual analysis	15%



## PHYSICAL EDUCATION LEARNING AREA

---

### PHYSICAL EDUCATION STUDIES

#### Year 11 General (GE PES)      Year 12 General (GE PES)

In Physical Education Studies the emphasis is on learning through movement and personalized learning experiences to achieve progress towards the Physical Education Studies outcomes. The Physical Education Studies General course provides students with opportunities to understand and improve performance through the integration of theoretical concepts and practical activities. Through engagement as performers, leaders, coaches, analysts and planners of physical activity, students may develop skills that can be utilised in leisure, recreation, education, sport development, youth work, health and medical fields.

#### Physical Education Studies Outcomes

- Skills for Physical Activity
- Self-Management Skills and Interpersonal Skills for Physical Activity
- Knowledge and Understanding of Movements and Concepts for Physical Activity
- Knowledge and Understanding of Sport Psychology Concepts for Physical Activity

#### G1PES (Unit 1 Yr 11)

The focus of this unit is simple movement, biomechanical, physiological, psychological, functional anatomy and motor learning concepts. The students develop an understanding of the relationship between skill, movement production and fitness. The unit comprises 50% theory and 50% practical components.

#### G2PES (Unit 2 Yr 11)

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. The unit comprises 50% theory and 50% practical components.

## PHYSICAL EDUCATION STUDIES

This course comprises TWO units:

**Unit A1PES** – Explores anatomical and biomechanical concepts, the body's responses to physical activity and stress management processes to improve their own and others performance.

**Unit A2PES** – Identifies relationships between skill, strategy and the body in order to improve the effectiveness and efficiency of performance.

Unit Content includes:

- Developing physical skills and tactics
- Functional anatomy
- Biomechanics
- Exercise physiology
- Sports psychology
- Motor learning and coaching.

### Learning Contexts

The physical activities undertaken will be a mixture of sports chosen across the categories of divided court games, personal pursuits target/striking games and invasion/possession games. This is to allow all the students an opportunity to utilize the specific skills or strategies they may have already developed to progress to higher levels. The particular sporting contexts for the varying units will depend upon numbers and facilities available.

### Unit Structure

The course comprises both formal practical and theoretical components. The mark weighting is 30% practical and 70% theory. Pathways available are:

Year 11      A1PES + A2PES (AEPES)

Year 12      A3PES + A4PES (ATPES)

### Pre-requisite

Minimum requirement C in Science (Extension) or B in Science (General) & B in Health and Physical Education.

This pathway is the most conceptually difficult. Used for ATAR entrance requirements. Students must sit examinations in Year 12.

The course content includes Exercise physiology, functional anatomy, biomechanics, motor learning and coaching, sports psychology and strategies and tactics.

## SCIENCE LEARNING AREA

### BIOLOGY ATAR

Biology is the study of the diversity of life as it has evolved and as it interacts and functions. Living systems are all interconnected and interact at a variety of levels, from the molecular to the ecosystem. Biology involves exploring living systems and how their components interact with a focus on matter and energy transfer. In addition, the Biological Science course provides opportunities for students to investigate how organisms respond to changes in their internal and external environments. Fieldwork is an important part of the Biological Science course as it provides valuable opportunities for students to work together to collect first-hand data and to experience local ecosystem interactions.

#### Unit 1 – Ecosystems and Biodiversity

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.

#### Unit 2 – Single Cells to Multicellular Organisms

Students examine inputs and outputs of cells. Students will also investigate 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.

#### Assessment

Type of Assessment	Weighting
Science Inquiry	30%
Extended Response	10%
Tests	20%
Examinations	40%

## CHEMISTRY ATAR

Chemistry is the study of materials and substances, and the transformations they undergo through interactions and the transfer of energy. Chemistry develops students' understanding of the key chemical concepts and models of structure, bonding, and chemical change, including the role of chemical, electrical and thermal energy.

Topics will include: Stoichiometry, Atomic theory, Periodicity, Bonding, States of Matter, Energetics, Kinetics, Equilibrium, Acids and Bases, Oxidation and Reduction, Organic Chemistry.

### Unit 1 - Chemical fundamentals: structure, 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, investigating the relationships between structure and properties.

### 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.

### Assessment

Type of Assessment	Weighting
Science Inquiry	25%
Extended Response	10%
Tests	15%
Examinations	50%

## EARTH AND ENVIRONMENTAL SCIENCE ATAR

Earth and Environmental Science is a combination of geology and environmental science. The course focuses on interactions between the Earth's geosphere, hydrosphere, atmosphere and biosphere and provides students with opportunities to explore the theories and evidence that frame our understanding of Earth's origins and history. Students will study a range of earth science topics such as the rock cycle, plate tectonics, earth processes and mapping. The study of ecosystems, both past and present, and how they are impacted by geological events, climate and human activities make up the environmental science aspects of the course.

Field work is an important component of Earth and Environmental Science and students have varied opportunities to participate in field-based excursions that encourage them to apply what they have learnt in class to real world situations. Continuing through to Year 12, this course provides an understanding of the minerals and energy industry and its contribution to Western Australia's economy.

### Unit 1 – Earth Systems

In this unit, students study the formation of the Earth and its atmosphere, along with the rock cycle and sedimentary rocks. Students will study the history of the Earth by examining the fossil record and sedimentary structures and see how geological events have led to mass extinctions.

### Unit 2 – Earth Processes

In this unit, students investigate how Earth processes involve interactions of Earth systems that are interrelated through transfers and transformations of matter and energy. This will involve the study of ocean currents and air masses around the world, El Nino and La Nina, the Greenhouse Effect, as well as plate tectonics and the igneous rocks that arise from interactions at plate boundaries.

### Assessment

Type of Assessment	Weighting
Science Inquiry	30%
Extended Response	10%
Tests	20%
Examinations	40%

## HUMAN BIOLOGY ATAR

Human Biology provides students with an excellent background for a range of different occupations in fields such as science education, medical and paramedical fields, food and hospitality, childcare, sport and social work. The Human Biological Science course helps to prepare all students, regardless of their background or career aspirations, to take their place as responsible citizens in society.

### Unit 1

The focus for this unit is functioning humans. This unit looks at how human structure and function supports cellular metabolism; how various body systems work and how lifestyle choices impact body functioning.

### Unit 2

The focus for this unit is human survival. 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.

### Assessment

Type of Assessment	Weighting
Science Inquiry	20%
Extended Response	15%
Tests	25%
Examinations	40%

## HUMAN BIOLOGY GENERAL

Students learn about themselves, relating the structure of the different body systems to their function and understanding the interdependence of these systems in maintaining life. Reproduction, growth and development of the unborn baby are studied to develop an understanding of the effects of lifestyle choices.

Students will engage in activities exploring the coordination of the musculoskeletal, nervous and endocrine systems. They explore the various methods of transmission of diseases and the responses of the human immune system. Students research new discoveries that help increase our understanding of the causes and spread of disease in a modern world.

### Unit 1 – Healthy body

In this unit, students explore cells as the basic structural and functional units of the human body. They explore how materials are exchanged between the internal and external environment and relate the respiratory, circulatory, digestive and urinary systems to the exchange and transport of materials around the body.

### Unit 2 – Reproduction

This unit explores reproduction, including contraception, and the issues of sexually transmitted infections. Students learn about the reproductive systems and how they are specialised. They investigate embryonic and fetal development and the techniques available to monitor and assist pregnancy.

### Assessment

Type of Assessment	Weighting
Science Inquiry	40%
Extended Response	20%
Tests	40%

## MARINE & MARITIME STUDIES GENERAL

The Marine and Maritime Studies General course provides students with the opportunity to study the sea and how people interact with it.

Practical learning experiences equip students with a broad range of skills and knowledge. Students develop seamanship skills, nautical skills and water-based skills.

Students investigate oceanography concepts to explore the interdependence between components of the marine environment and consider issues around the sustainable management of Western Australian fisheries.

### Unit 1

This unit introduces students to marine science through the examination of water properties and methods used to conduct water testing. In oceanography, students learn about wind formation, tides, waves and currents, including Western Australian ocean currents. Students examine Western Australian recreational and commercial fishing issues and how they are managed through rules and regulations.

Students gain an understanding of maritime studies, including the properties, purposes and uses of maritime construction materials. Nautical terminology, including the basic parts of boats, will be introduced and students gain an understanding of aspects of small craft, such as buoyancy and design of pulley systems.

Through a practical approach, students gain an understanding of the concepts and safe practices of either snorkeling or sailing.

### Unit 2

This unit introduces students to the marine ecosystem, with a focus on the four main zones and the adaptations of marine life to survive in each zone. Food webs for each ocean zone will be studied. Students examine the importance of marine protected areas, marine parks, reserves and sanctuary zones, and the role of Western Australian agencies and organisations in the protection and management of marine life.

Features of small craft propulsion systems are studied, and students gain an understanding of aspects of small craft, such as steering and gear systems. Through a practical approach, students gain an understanding of the concepts and safe practices of either snorkeling or sailing.

### Assessment

Type of Assessment	Weighting
Science Inquiry	25%
Practical	50%
Extended Responses	5%
Tests	40%

## PHYSICS ATAR

Physics is a fundamental science that endeavours to explain all the natural phenomena that occur in the universe. Its power lies in the use of a comparatively small number of assumptions, models, laws and theories to explain a wide range of phenomena, from the incredibly small to the incredibly large.

Physics has helped to unlock the mysteries of the universe and provides the foundation of understanding upon which modern technologies and all other sciences are based.

### Unit 1 – Thermal, Nuclear and Electrical physics

Students investigate energy production by considering heating processes, radioactivity and nuclear reactions. They investigate the energy transfers and transformations that are pivotal to modern industrial societies.

### Unit 2 – Linear Motion and Waves

Students describe, explain and predict linear motion in terms of position and time data, and examine the relationships between force, momentum and energy. They investigate the application of wave models to describe, explain wave phenomena, including waves on springs, and water, sound and earthquakes.

### Assessment

Type of Assessment	Weighting
Science Inquiry	30%
Tests	30%
Examinations	40%

## PSYCHOLOGY ATAR

Psychology is the scientific study of how people think, feel and act. This course introduces students to a breadth of knowledge focusing on the psychology of self and others. It includes psychological knowledge on: cognition, biological bases of behaviour, and personality.

The course will also help students to understand the psychological knowledge associated with socialization, moral development and the formation of attitudes and also how people relate and communicate.

Students will be introduced to how individuals function within different contexts and how this is influenced by culture, shaping people's values, attitudes and beliefs.

### Unit 1

Students learn about the human brain and explore the impact of physical activity and psychoactive drugs. Cognitive processes, such as sensation and perception, and selective and divided attention are investigated. Students examine different types of relationships and the role of verbal and non-verbal communication in initiating, maintaining and regulating these.

### Unit 2

This unit focuses on developmental psychology. Students analyze twin and adoption studies to gain insight into the nature/nurture debate and the role of play in assisting development. Students explore personality, behaviour and the causes of prejudice.

### Assessment

Type of Assessment	Weighting
Investigation	20%
Response	30%
Project	20%
Examinations	40%

## PSYCHOLOGY GENERAL

In the Psychology General course students will be introduced to psychological knowledge which supports an understanding of the way individuals function in groups.

Students learn about well-known psychological models and theories, and the methods used to conduct scientific investigations in the discipline of psychology. Acquiring this foundation of scientific method and critical thinking is a valuable skill which students can apply throughout their study, work and everyday lives.

### Unit 1

This unit provides a general introduction to personality and intelligence. Students explore a number of influential theories including Freud's psychodynamic approach, Eysenck's trait theory and Spearman's theory of general intelligence.

Beyond the individual, the impact of culture and others on behaviour is a key focus. Students examine agents of socialisation and the role of verbal and non-verbal communication in initiating, maintaining and regulating relationships. Students are introduced to qualitative and quantitative methods of data collection and explore fundamental ethical considerations pertinent to psychological research.

### Unit 2

This unit introduces students to the human brain and the impact of factors influencing behaviour, emotion and thought. The scientific study of development is an important component of psychology and students review aspects of development and the role of nature and nurture. Students learn about stages of development and the impact of external factors on personality development.

The impact of group size on behaviour and the influence of culture in shaping attitudes is explored. Students interpret descriptive data and apply it to create tables, graphs and diagrams, distinguish patterns and draw conclusions.

### Assessment

Type of Assessment	Weighting
Investigation	30%
Response	40%
Project	30%

## TECHNOLOGIES LEARNING AREA

### TECHNOLOGIES

The Technologies learning has a range of Courses on offer for Year 11 students who may be considering General or ATAR pathways. Students may also consider combining a Certificate Course with their General or ATAR selections.

Our popular lower school practical electives lead into a wide offering of Year 11 WACE Courses that can help you achieve an ATAR score, or a pathway into University or TAFE or Employment.

Year 11	Year 12
Applied Information Technology General	Applied Information Technology General
Applied Information Technology ATAR	Applied Information Technology ATAR WACE External Exam
Building & Construction General	Building & Construction General
Design (Technical Graphics) General	Design (Technical Graphics) General
Food Science Technology General	Food Science Technology General
MDT Wood ATAR (Materials Design & Technology Wood)	MDT Wood ATAR (Materials Design & Technology Wood) WACE External Exam
MDT Wood General (Materials Design & Technology Wood Focus)	MDT Wood General (Materials Design & Technology Wood Focus)
MDT Metal General (Materials Design & Technology Metal – Jewellery Focus)	MDT Metal General (Materials Design & Technology Metal – Jewellery Focus)
Certificate courses on offer within technologies learning area (2-year courses) refer to vet section in handbook for certificate description & pathways	
Certificate III Early Childhood Education & Care (Year 11 Units) This certificate course is delivered at the College by a BCC teacher within school hours.	Certificate III Early Childhood Education & Care CTD (Year 12 Units) This certificate course is delivered at the College by a BCC teacher within school hours.
Certificate II Engineering (Year 11 Units) This certificate course is delivered at the College by a BCC teacher within school hours. The course is delivered at the Trade Training Centre located at the College.	Certificate II Engineering CTD (Year 12 Units) This certificate course is delivered at the College by a BCC teacher within school hours. The course is delivered at the Trade Training Centre located at the College.

## APPLIED INFORMATION TECHNOLOGIES ATAR

The Applied Information Technology ATAR course is for students who want to acquire practical skills that are essential in modern workplaces.

This course teaches students a wide range of computer hardware and software skills that are essential for success in today's digital age. Explore cutting-edge technologies such as artificial intelligence, machine learning and learn to apply them to real-world projects that solve client-driven issues and challenges.

Key features:

- Develop practical Information Technology skills.
- Software development, networking, cybersecurity, and database management.
- Developing skills in designing and implementing software systems
- Solve real-world problems using IT solutions.
- Legal and ethical considerations in the use of IT.

The Year 11 syllabus is divided into two units, each of one semester duration:

- **Unit 1** - Media information and communication technologies - create compelling digital media using technologies and explore their implications.
- **Unit 2** - Digital technologies in business - Learn essential document and communication technology skills.

If you have an interest in cutting-edge technologies, want to develop practical skills, and gain a competitive edge in the modern workplace, then the Applied Information Technology ATAR Course is the perfect fit for you.

Type of Assessment	Weighting
Project	40%
Short answer	15%
Extended answer	15%
Exam	30%

## APPLIED INFORMATION TECHNOLOGIES GENERAL

The Applied Information Technology General course is for students who want to acquire practical skills that are essential in modern workplaces.

### Recommendations

Nil

### Attention Non-ATAR Students

Non-ATAR students interested in computing-related fields at TAFE or those who want to develop essential skills and knowledge required to excel in present-day workplaces should enrol in this course.

### Attention ATAR Students

This course is suitable for ATAR students who plan to study Science, Technology, Engineering, or Maths at university but may not want to take another exam and are looking to acquire fundamental skills and knowledge essential for success in today's workplaces

Key features:

- Practical Information Technology skills applicable to various workplaces.
- Software development, networking, cybersecurity, and database management.
- Solve real-world problems using IT solutions.
- Understanding of the legal and ethical considerations in the use of IT.

The Year 11 syllabus is divided into two units, each of one semester duration:

- **Unit 1** – Personal communication - use technology for personal communication and knowledge gathering.
- **Unit 2** – Working with others - world of technology for business operations and its societal impacts.

The Applied Information Technology General course provides students with the knowledge and skills needed for success in a range of technology-based careers, as well as for success in any workplace that values technology and digital skills.

There are no exams for the General Applied Information Technologies Course.

All General Courses: Students will sit an Externally Set Task (EST) in Year 12 during Semester One.

TYPE OF ASSESSMENT	WEIGHTING
Project	70%
Short answer	20%
Extended answer	10%

## BUILDING & CONSTRUCTION GENERAL

### Recommendations

Nil

This course would suit students who want to:

- Work in the Building and Construction Industry.
- Work hands on developing a range of skills in the Building & Construction Industry
- Assist to gain an Apprenticeship within the Building and Construction industry.
- Attain course units toward your West Australian Certificate of Education (WACE)
- Attain points towards entry into TAFE.

The course is designed to give you practical skills that can be of direct use to you in the work place. It is organised into a Year 11 syllabus and a Year 12 syllabus. The complexity of the syllabus content increases from Year 11 to Year 12.

This Course introduces students to the considerations required in building design and explores properties of common, natural or pre-made construction materials. Their production, mechanical properties under direct loads (tension or compression) and use in construction is explored. Students realise differences in structure and materials used. Basic plan drawing and reading is practised with application in building. Skills are also developed in working with construction materials, spatial perception and computation and levelling. The units explore processes drawn from building projects. Students work with a variety of materials and develop a range of practical skills.

### Assessment Schedule Year 11

There are no exams for the Building & Construction Course

All General Courses: Students will sit an Externally Set Task (EST) in Year 12 during Semester One.

TYPE OF ASSESSMENT	WEIGHTING
Production	70%
Design	20%
Response	10%

Minimum student numbers are required for the subject to proceed.

## DESIGN TECHNICAL GRAPHICS GENERAL

### Recommendations

Nil

This Design Technical Drawing Course will help the student achieve success in the Technical Drawing environment and give them an introduction and grounding in the modern drafting office. It will teach the fundamentals of Technical Drawing using CAD programmes such as REVIT as well as 3D Product Design using Autodesk INVENTOR. Students will also be exposed to the Graphic Design software package Adobe Illustrator. The student will learn how to communicate with clients and colleagues using a range of media.

Further education, training and employment opportunities within this industry are greatly enhanced for students completing this course.

The focus of this pair of units is Design Fundamentals & Personal Design. This course is aimed at introducing and developing the knowledge and skills that enable them to create useful and beautiful things... be it furniture, or houses. Understanding and being able to follow a design process is fundamental to this course, and is at the heart of all of the tasks. As the course progresses, students will develop their skills in being able to respond to a design problem, and create a solution.

Students understand that design is a discipline area with its own history, traditions, tools and techniques. Students are introduced to design elements and principles, as well as the design process and its application. Basic drawing skills are introduced, as well as a range of techniques to demonstrate control over the elements of design.

This Design Course will focus on:

- Sketching and presentation techniques to include rendering skills, tone and line work
- CAD and instrument drawing skills
- 2D/3D designs, study tools and equipment, drawing layout and conventions
- Perspective drawing
- Engineering drawing.

### Assessment Schedule

TYPE OF ASSESSMENT	WEIGHTING
Production	70%
Response	30%

There is no exam for the General Course.

All General Courses: Students will sit a Externally Set Task (EST) in Year 12 during Semester One.

Minimum student numbers are required for the subject to proceed.

## FOOD SCIENCE & TECHNOLOGY GENERAL

### Prerequisites

Nil

### Course Description

Food impacts every aspect of daily life and is essential for maintaining overall health and wellbeing. This practical course focuses on food – the choices we make and its impact on our health and lifestyle choices.



Students develop food-related understandings and attitudes that enhance their problem-solving abilities and decision-making skills using a variety of food processing techniques and skills.

How will Food Science and Technology General help me in the future?

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

Using a range of interactive class activities and practical sessions students will explore:

- food classifications, staple food products, factors influencing food selection and use, food allergies and intolerances, physical and sensory properties of food,
- Nutrients: functions, sources and role in the diet, food selection models,
- Food products and processing skills: adapt recipes, use a variety of equipment, precision cutting skills, methods of cookery, factors influencing food choices, food handling practices, food, and beverage labelling



### General Unit 1

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. Food Science and Technology

### General Unit 2

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.

### Assessment

Students will complete a variety of practical orientated assessment types based upon: Investigation: 30%; Production: 60% and Response: 10%

Minimum student numbers are required for the subject to proceed.



## MATERIALS DESIGN & TECHNOLOGY (WOOD) GENERAL

### Recommendations

Nil

This is a practical subject designed to give students the opportunity to experience aspects of designing, construction, furniture making, appraising and marketing wooden projects of all descriptions. This course will focus on the application of technology in the woodworking industry. This Course would be suitable for students wishing to study at TAFE or who are moving into the workforce or as a general interest for students.



Materials Design & Technology (Wood) is primarily a hands-on subject which allows students to produce practical projects whilst developing a better understanding of materials and improving their designing skills. Working with various timbers, students develop a range of manipulative, processing, manufacturing and organisational skills. Students use the Technology Process (Design) to solve problems and then produce projects using appropriate timbers to test the success of their designs, in the workshops

Students are expected to adhere to safety compliance at all times in the workshop area, including wearing supplied Personal Protective Equipment.

### Unit 1

This course guides students to interact with a wide variety of timber artefacts that have been specifically designed to perform certain functions. Students are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they design.

### Unit 2

This course guides student interaction 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.

There are no exams for the General Materials Wood Course.

All General Courses: Students will sit an Externally Set Task (EST) in Year 12 during Semester One.

TYPE OF ASSESSMENT	WEIGHTING
<b>Design</b> Students apply a design process to develop an original product or project that they will later manufacture.	25%
<b>Production</b> Students create extended and manufactured projects where they control, evaluate and manage the whole process.	60%
<b>Response</b> Students apply their knowledge and skills in responding to a series of stimuli or prompts in the following formats: examinations, essays, oral responses, ICT visual responses and product evaluations reports.	15%

Minimum student numbers are required for the subject to proceed.

## MATERIALS DESIGN & TECHNOLOGY (WOOD) ATAR

### Recommendations

Nil

The Materials Design and Technology ATAR course aims to prepare all students for a future in a technological and material world by providing the foundation for lifelong learning about how products are designed and how materials are developed and used.

**Unit 1** - This course guides students in developing an understanding of the elements and fundamentals of design and to consider human factors involved in the design, production and use of their projects. They will develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification, structure and properties of a variety of timbers and timber products, making informed and appropriate selections for design needs.

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

**Unit 2** - This component of the course guides students in learning about the nature of designing for a client, target audience or market. They will apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects.

Students learn about the nature, properties and environmental impacts and issues related to a variety of timbers, timber products and production techniques. They develop creative thinking strategies, and work on design projects within specified constraints as well as consider the environmental impacts and issues related to the sustainability and recycling of materials.



TYPE OF ASSESSMENT	WEIGHTING
<b>Design (Practical portfolio)</b> Research work in which students conduct and communicate an investigation and employ a Design process to create a plan for an individual timber artefact.	25%
<b>Production (Practical)</b> The production of extended and manufactured projects where students control, evaluate and manage the entire process.	50%
<b>Response (Written)</b> Students apply their knowledge and skills in responding to a series of stimuli or prompts in the following formats: examinations, essays, oral responses, ICT visual responses and product evaluation reports.	25%

**ATAR Pathway**

There is an exam at the end of each semester in the ATAR MATERIALS DESIGN TECHNOLOGY WOOD Course.

Minimum student numbers are required for the subject to proceed.



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

### Recommendations

Nil

This course will appeal to students interested in fine design and creative arts, both ATAR and non-ATAR.

This course is well balanced with design development strategies leading to project construction within a highly practical course structure. Students are provided with the opportunity to design and construct unique and exciting pieces of jewellery. The use of ITC processes including 3-D printing and laser technology is available. Materials such as sterling silver, brass, copper and titanium may be used in conjunction with gemstones, pearls, dichroic glass and leather to produce items of jewellery. Wax is also used to form project work which is then cast into metal. Learning occurs in an Industry standard facility.



There are no exams for the General Materials Metal Course.

All General Course Students will sit an Externally Set Task (EST) in Year 12 during Semester 1.

TYPE OF ASSESSMENT	WEIGHTING
<b>Design (Practical portfolio)</b> Research work in which students conduct and communicate an investigation and employ a Design process to create a plan for an individual jewellery artefact.	25%
<b>Production (Practical)</b> The production of extended and manufactured projects where students control, evaluate and manage the entire process.	60%
<b>Response (Written)</b> Students apply their knowledge and skills in responding to a series of stimuli or prompts in the following formats: examinations, essays, oral responses, ICT visual responses and product evaluation reports	15%

Minimum student numbers are required for the subject to proceed.

## **FOOD SCIENCE & TECHNOLOGY PRELIMINARY**

In the Food Science and Technology Preliminary course, students develop their interests and skills through the production of food-related tasks and consider various reasons for eating food; experience a variety of new foods; and explore the diversity of food available at local markets to guide meal planning for individuals, families and special occasions. They develop knowledge of the sensory and physical properties of food.

Students demonstrate an awareness of personal hygiene, personal safety and food safety when handling food in a kitchen setting to prepare individual meals, food for the family and food to share with others. They develop a range of practical food-related skills, such as being able to follow recipe instructions, accurately measure ingredients, select suitable preparation equipment and appliances, use simple cooking techniques and appropriate clean up procedures.

### **Unit 1**

This unit focuses on life skills required to prepare food for meeting personal nutritional needs. Students learn how to select, use and store foods for quality, safety and convenience.

Students experience new foods, use food selection models and investigate factors that influence food choices to enable them to achieve a well-balanced diet. They explore the sensory properties of food products, including appearance, texture, aroma, flavour and sound to identify food preferences.

Students demonstrate hygienic and safe kitchen practices. They recognise the steps involved in following a recipe and learn how to accurately measure ingredients.

### **Unit 2**

The focus of this unit is the skills and knowledge required to prepare 'real food, real fast' using staple ingredients and convenience foods. Students select a wide variety of food for maintaining overall good health and wellbeing with a focus on ways to reduce the over-consumption of salt, sugar and/or fat. Based on staple ingredients, students plan simple home-made meals using a combination of fresh, raw foods and convenience foods, with minimal preparation.

Students examine factors that influence choices when shopping for food, such as advertising and packaging.

Students demonstrate hygienic and safe kitchen practices, and select suitable equipment for a variety of processing techniques to prepare foods quickly and efficiently. They use a range of recipes and simple cooking techniques to prepare, compare and evaluate home-made food with similar commercially prepared food.

### **Assessment**

To cater for individual needs and student capabilities, a range of assessment tasks will be developed by the teacher, appropriate for a student's expected ways of learning.

Tools for the collection of evidence to support student progress towards individual learning goals may include:

- observation rubrics
- oral and/or written tasks, or any combination of oral and written tasks
- work experience feedback and/or reports.

## **MATERIALS DESIGN & TECHNOLOGIES (WOOD) PRELIMINARY**

The Materials Design and Technology Preliminary course is a practical course. It allows teachers the choice to explore and use three materials learning contexts: metal, textiles and wood, with the design and manufacture of products as the major focus. There is also the flexibility to incorporate additional materials from outside the designated contexts. This will enhance and complement the knowledge and skills developed within the course, as many modern-day products are manufactured using a range of different material types.

Students may use a few or many materials in their designs and may explore the interactions between materials, people and their environment. Students develop their creativity and understanding of the society in which they live.

Working with materials, students develop a range of manipulation, processing, manufacturing and organisational skills. When designing with materials, they may have opportunities to solve problems, generate innovative ideas and communicate what they do. This enables them to make more informed decisions about the use and misuse of technology.

### **Unit 1**

This unit focuses on an introduction to design and production. It is a preparatory unit for students with limited experience in manufacturing products. Students make products using prepared and partially completed components, using a small range of tools and machinery, with opportunities for some student-directed design modifications.

### **Unit 2**

This unit focuses on production fundamentals. At this stage, students typically have limited tactile experience of products and limited manufacturing experience. They make products, following a planned process, and may require assistance at each stage of the process to complete production. Using visual and other prompts, students follow instructions and provide a simple description of a product, as well as the tools required to produce it.

### **Assessment**

To cater for individual needs and student capabilities, a range of assessment tasks will be developed by the teacher, appropriate for a student's expected ways of learning.

Tools for the collection of evidence to support student progress towards individual learning goals may include:

- observation rubrics
- oral and/or written tasks, or any combination of oral and written tasks
- work experience feedback and/or reports.

**ENGINEERING (CERTIFICATE II LEVEL)**

You will find this in the VET section of this booklet.

**EARLY CHILDHOOD EDUCATION (CERTIFICATE III LEVEL)**

You will find this in the VET section of this booklet.

## VOCATIONAL EDUCATION AND TRAINING (VET)

WORKPLACE LEARNING WPL	CERTIFICATE COURSES OFFERED ON CAMPUS AT BCC	VET IN SCHOOLS COURSES EXAMPLES ONLY	SCHOOL BASED TRAINEESHIP AND SCHOOL BASED APPRENTICESHIP
<p>YEAR 11: WORKPLACE LEARNING UNITS 1 &amp; 2</p> <p>YEAR 12 UNITS: WORKPLACE LEARNING UNITS 3 &amp; 4</p> <p>WORKPLACE LEARNING PLACE OF YOUR CHOICE 1 DAY A WEEK OR DURING THE SCHOOL HOLIDAYS IN THE WORKPLACE.</p>	<p>CERT III in EARLY CHILDHOOD EDUCATION AND CARE CERT III in BUSINESS CERT III in SPORT &amp; RECREATION CERT II in OUTDOOR RECREATION CERT II in ENGINEERING CERT III in MUSIC CERT II in FILM &amp; PHOTOGRAPHY CERT IV in PREPARATION FOR HEALTH AND NURSING STUDIES (On- Line delivery/Cost/ Mentored)</p> <p>ONLINE CERT COURSES INDIVIDUAL STUDENT CHOICE EXAMPLES: HORSEMANSHIP/TOURISM</p> <p>NATIONALLY RECOGNISED CERTIFICATE COMPLETED WITHIN THE NORMAL SCHOOL PROGRAM</p>	<p>OVER 40 COURSES AVAILABLE</p> <p>1 to 2 DAY A WEEK OUT OF SCHOOL WITH A REGISTERED TRAINING ORGANISATION</p> <p>3 to 4 DAYS OF SCHOOL TO MEET ALL WACE REQUIREMENTS.</p> <p>PLEASE REFER TO THE EXTERNAL CERTIFICATE COURSES 2025 AT THE END OF THIS SECTION OUTLINING ALL CERTIFICATE COURSES OFFERED THROUGH THE SOUTH REGIONAL TAFE/THE BUNBURY REGIONAL TRADE TRAINING CENTRES and/or HEALTH SCIENCE HUB</p>	<p>MULTIPLE INDUSTRY AREAS COMBINING</p> <p>NATIONALLY ACCREDITED QUALIFICATIONS PAID WORK 1 DAY A WEEK IN THE WORKPLACE IN BOTH PAID WORK AND TRAINING</p> <p>INDUSTRY AREAS MAY INCLUDE BUSINESS RETAIL PHARMACY WAREHOUSE OPERATIONS</p>

Certificate Courses will only commence in 2025 if student numbers make it viable, State Government support and funding is available and the right RTO to deliver exists.

Certificate IV in Preparation for Health and Nursing Studies as well as online certificate courses do come at an additional cost. Industry placement may be a requirement for some of the above Certificate Courses in order to obtain full completion of the Certificate. For more details on any of the above information, contact Michael Downes in the VET/Careers Centre.

## VOCATIONAL EDUCATION AND TRAINING (VET)

---

Year 11 and 12 students who are interested in pursuing a pathway which includes University, TAFE, an apprenticeship, traineeship or employment either during or when they leave school, have the opportunity to participate in a number of vocational programs. (Refer to the VET structure page).

### WORKPLACE LEARNING: YEAR 11 & 12

There could be no more important choice for a young person than that of their career. So much of our lives involve working, and often where we live, the direction our lives take and our standard of living are dependent on that initial choice of career.

This course is holistic - it encompasses life, work and learning. Students explore a world of work that is constantly changing. Working independently and in collaboration with others, they develop an understanding of what is possible, and develop a set of "career skills". It's about pursuing one's dreams - wisely.

### WORKPLACE LEARNING: (ENDORSED PROGRAM)

Students who are studying a vocational pathway have the option of selecting Workplace Learning as part of their six courses in year 11 and 12. Students will combine school learning with experience in industry/commercial work placements and represents a partnership between schools and the business sector. The aim is to develop competence in the Generic Skills area. These are the skills employers consider vital as a base from which one can develop industry specific skills. Matching personal and work profiles, using career development and work search skills are reflected in career portfolios, which should show evidence of organising work, training and learning experiences to reflect preferred career pathway options.

Workplace Learning is available in Years 11 and 12. In each year students must complete at least two placements with a minimum of fifty-five hours per work placement.

Benefits for Students:

- Workplace Learning develops responsible work skills and assists in career planning and/or employment/apprenticeships/traineeships.
- Increases self-esteem and confidence and develops broader communication skills.
- Complements and reinforces school courses and increases awareness of the link between school, work and further education.
- Provides a realistic understanding of the expectations of specific industries.
- Provides students with a 'Skills Profile' which enhances their employment prospects.
- TAFE entry points are awarded on successful completion.
- Contributes towards The Certificate of Secondary Education.

**CERTIFICATE III IN BUSINESS – BSB30120**

Any student who is completing a General Pathway OR ATAR pathway can select this Course.

**Course Outline**

Certificate III in Business is a two-year course, offered in partnership with Bunbury Catholic College and IVET Institute Pty Ltd (RTO ID 40548) which you will start in Year 11 and complete in Year 12. The certificate is a nationally recognised Vocational Education Training qualification that will help you should you want to:

- Gain a business-related job role, including administrative assistant, clerical worker, data entry operator, information desk clerk, office junior or receptionist.
- Gain a Traineeship within the Business industry.
- Gain skills that can be applied and transferred to any industry.
- Attain points for entry into any competitive certificate course at TAFE.
- Attain course units toward your West Australian Certificate of Education (WACE).

This course aims to provide you with the practical skills and knowledge required in areas of business and office administration. Core skills will include: work health & safety, customer service, working in a business environment, interpersonal communication, IT use (keyboarding, word processing, spreadsheets, electronic communication), workplace effectiveness (using office technology and working effectively with others) and environmentally sustainable work practices.

**Course Structure**

The Certificate III in Business course is delivered over two years and is made up of 13 Units of Competency. To achieve the full Certificate III in Business qualification, you must demonstrate competency in all 13 Units of Competency.

Learning and assessment activities will include a variety of practical and theory based tasks.

**Assessments**

There are no semester exams or grades, students will be judged Competent or Not Yet Competent. Students are given sufficient opportunities to demonstrate competencies.

Minimum student numbers are required for the Course to proceed.



**CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE (EDUCATOR) CHC30121**

Any student who is completing a General Pathway OR ATAR Pathway can select this Course.

There are no entry requirements for this qualification.

Costs for this Certificate III Course for students and families is kept to a minimum as the Course is delivered at Bunbury Catholic College by a qualified teacher during normal class times. The Course is offered in partnership with Bunbury Catholic College and Fremantle Education Centre (RTO ID 50354).

Students will complete the Certificate III Course over Years 11 and 12.

This course is an introduction to the field of Early Childhood Studies and is aimed at students who wish to work with children. This nationally accredited qualification is the current industry minimum standard to become a qualified assistant and educator in a child care centre. This Course will teach you a range of skills designed to help you give young children the best start in life. You will learn how to ensure children's health and safety is maintained, promote healthy eating, how to support the physical and emotional wellbeing of children, provide experiences of play and learning to support children's development plus many other child caring and work based skills.

**Careers / future pathways**

Early childhood educators work in long day care centres, family day care, pre-schools or kindergartens. Alternatively, students interested in Early Childhood Teaching can complete further studies and gain an alternative entry pathway into a teaching university.

Completion of this Certificate III Qualification is a pre-requisite (requirement) if you are planning to continue your education into the Diploma of Early Childhood Education and Care.

Consider the following:

- Students will complete a First Aid as part of this Certificate Course.
- Students will complete a Food Safety Program relevant to Early Childhood Centres – as well as preparing a variety of meals and snacks.
- Visits and excursions to local Kindergarten and Early Childhood Centres will provide some hands-on experience with young children in an education care setting.
- Art & Craft Portfolio of craft & play activities suitable for working with children will be produced during this Course.
- Asthma & Allergy Training is included in this Course.

**Industry Placements**

Opportunities to observe and interact with children of a variety of ages are an important component of this Course. To successfully complete your Cert III in Early Childhood (Child Care), you will need to complete workplace experience in an Early Education & Care Centre and Kindergarten Centre. This will help you solidify your practical experience and skills in working with children and allow you to demonstrate your practical competencies in a real workplace.

Students will attain Course units towards the Western Australian Certificate of Education. (WACE) and attain points for entry into any Certificate Course at TAFE.

**Assessments**

All assessments are based on completing and passing 15 Units of Competency. To achieve the full Certificate qualification, you must demonstrate competency (pass) in each of the units of competency.

There are no semester exams or grades for this Course.

Minimum student numbers are required for the Course to proceed.

**CERTIFICATE II IN ENGINEERING PATHWAYS – MEM20422**

Any student who is completing a General Pathway OR ATAR pathway can select this Course.

The Certificate II in Engineering Pathways course is offered in partnership with Bunbury Catholic College and Cartec Training Solutions (RTO ID 52502). By successfully completing the course requirements delivered over two (2) years, you will attain a Certificate II in Engineering Pathways. The certificate is a nationally recognised Vocational Education Training qualification that will help you should you want to:



- Work in the Metals and Engineering industry.
- Gain employment as a trade's assistant or an apprenticeship within the engineering industry.
- Attain points for entry into any competitive certificate course at TAFE.
- You also attain course units toward your West Australian Certificate of Education (WACE).

The course is designed to provide you with the skills that can be of direct use to you in the workplace. The Metals and Engineering industry work closely with government bodies to assist training groups to equip their future employees with the skills, industries wants and needs. Therefore, the course develops 'real world' skills that are very relevant to you and your future. You will learn about safety and quality control as well as skills in using tools, measuring and calculating, drawing and interpreting sketches, mechanical cutting, thermal cutting, arc, oxy and MIG welding.

You will practice the skills you have learned in the workshop environment and undertake supervised workplace learning within the industry area in order to see the connection with what is learned at school and the workplace.

**Course Structure**

The course is structured into 12 units of competency. To achieve the full certificate qualification, you must demonstrate competency in each of the 12 units of competency. There are no semester exams or grades, you will be assessed Competent or Not Yet Competent. You will be given sufficient opportunities to demonstrate competencies.

Minimum student numbers are required for the Course to proceed.

**CERTIFICATE II IN FILM AND PHOTOGRAPHY (CREATIVE INDUSTRIES: MEDIA) – CUA20220**

Any student who is completing a General Pathway OR ATAR pathway can select this Course.

Certificate II in Creative Industries (Media) is a two-year course, which students will start in Year 11 and complete in Year 12. It is offered in partnership between Bunbury Catholic College and COSAMP (RTO ID 41549). This certificate is a nationally recognised Vocational Education Training qualification that will help students qualify for possible direct entry into:

- Certificate III or IV in Creative Industries (Media).
- Qualify for possible direct entry into TAFE OR SAE courses.
- Attain points for entry into any competitive certificate course at TAFE.
- Attain course units towards the West Australian Certificate of Education (WACE).
- Attain experience and industry contacts to enable them to pursue a career pathway in one of the creative industries, such as film, television, journalism, advertising, design and photography.

The course will give students practical skills that can be of direct use in the workplace. It has been designed by the media industry to equip its future employees with the skills that the industry wants and needs. Therefore, the course develops relevant skills and experience that will benefit students in their future studies and careers.

**Course Structure**

- The course is designed into 10 units of competency. To achieve the full certificate qualification, students must demonstrate competency in each of the 10 units of competency. There are no semester examinations or grades; students will be judged Competent or Not Yet Competent. Students will be given sufficient opportunities to demonstrate competencies. In this course, students will:
- Learn how to use a DSLR camera and various industry-standard microphones.
- Study lighting design in our school studio, which includes professional backdrops and green screen capabilities.
- Make short films in a variety of genres.
- Perform vision and sound editing using the latest Adobe software.
- Study design processes.
- Learn about the creative arts industry.
- Master critical thinking techniques.
- Develop group work skills.

**Benefits of the Certificate II in Creative Industries (Media)**

There are many benefits in completing the Certificate II in Creative Industries (Media). These include:

- Underpinning knowledge and skills in various media disciplines.
- Exposure to creative industries professionals, through various incursions and excursions.
- Opportunities to enter competitions for cash prizes and to have work exhibited.

Minimum student numbers are required for the Course to proceed.

**CERTIFICATE III IN MUSIC (PERFORMANCE) – CUA30920**

Any student who is completing a General Pathway OR ATAR pathway can select this Course.

An audition may be required.

Students must be receiving private tuition in their instrument of choice. e.g. Voice, percussion, piano, guitar etc.



The Certificate III in Music Industry is offered in partnership with Bunbury Catholic College and The College of Sound and Music Production (RTO ID 41549). By successfully completing the course requirements you will attain a Certificate III in Music Industry. This certificate is a nationally recognised Vocational Education Training qualification that will help you should you want to:

- Work in the music industry – band member, songwriter, solo artist etc.
- Qualify for direct entry into a Certificate IV in music
- Attain points for entry into any competitive certificate course at TAFE
- You also attain course units toward your West Australian Certificate of Education (WACE).

The course is designed to give you skills that can be of direct use to you in the workplace and have been designed by the music industry to equip their future employees with the skills, industries want and need. Therefore, the course develops, 'real world' skills that are very relevant to you and your future. You will be expected to mix sound, perform and assist in school music events as part of your industry experience.

**Course Structure**

The course is structured into 11 units of competency and allows for specialisation in music performance. To achieve the full certificate qualification, you must demonstrate competency in each of the 11 units of competency. There are no semester exams or grades, you will be judged competent or not yet competent. You will be given sufficient opportunities to demonstrate competencies. Students are encouraged to participate actively in live performance, studio recording, song-writing, sound mixing, making music demo's and working in the music industry locally.

Possible units of study include perform as a soloist or group. making a music demo, composing music, working effectively in the music industry and operating sound systems.

Minimum student numbers are required for the Course to proceed.

**CERTIFICATE II IN OUTDOOR RECREATION – SIS20149**

Any student who is completing a General Pathway OR ATAR pathway can select this Course.

Certificate II in Outdoor Recreation is a two-year course, which students will start in Year 11 and complete in Year 12. It is offered in partnership with Bunbury Catholic College and IVET Institute Pty Ltd (RTO ID 40548). Upon completion of this course, students will attain a full Certificate II, this certificate is a nationally recognised Vocational Education Training qualification.

Through interaction with the natural world, Outdoor Recreation aims to develop an understanding of our relationships with the environment, others and ourselves. The ultimate goal of this course is to contribute towards a sustainable world.

Outdoor Recreation outcomes:

- Understanding the principles of Outdoor Recreation
- Skills for safe participation in outdoor activities
- Understanding of the environment
- Self-management and interpersonal skills in outdoor activities
- Attain course units toward your West Australian Certificate of Education (WACE).



Future employment opportunities and career pathways may exist in areas such as outdoor leadership, guiding activities and environmental interpretation, planning for future environments, managing facilities, eco-tourism, military service, outdoor education and the many unforeseen areas evolving in the outdoors industry.

**Learning Contexts**

Young people have an instinct for adventure and a need to express themselves physically. This course provides the balance of physical, emotional and mental experiences to help maximise their potential. Outdoor activities are excellent educational tools because they engage the whole self: the physical, mental/emotional and social.

**Course Structure**

The course operates on one pathway where students will complete a Certificate II in Outdoor Recreation over the 2 years. The course is designed into 11 units of competency. To achieve the full certificate qualification, students must demonstrate competency in each of the 11 units of competency. Students will also complete a Provide First Aid qualification, Bronze Medallion, Recreational Skippers Ticket, Basic Skills Award for Surfing and Sea Kayaking. This course is for students who enjoy the Outdoors and have an appreciation and interest in the environment.

Minimum student numbers are required for the Course to proceed.

**CERTIFICATE IV IN PREPARATION FOR HEALTH AND NURSING STUDIES – 52895WA**

Online – additional cost – mentored – a part of the student's College timetable.

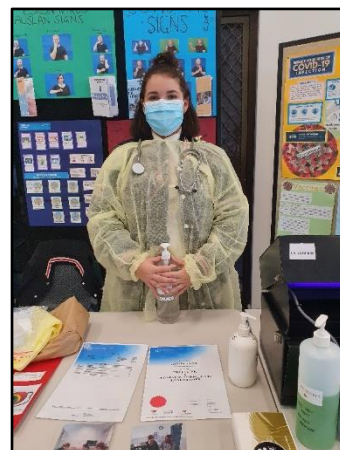
If you're interested in studying health science at university - then this is a great starting point for your career goals. As this course has been designed to give you a foundational knowledge of your first-year university subjects, you will be guided through science subjects like human biology, chemistry, and physics. You'll also be taught about diseases across the world and use this knowledge to help identify human body imbalances through the use of case studies and scenarios. Finally, you will add to your skill level by learning about communicating at the university level with skills such as referencing, improving study habits, and creating your university schedule.

This being a Certificate IV level qualification, students wishing to be successful in completing the whole Cert should have had at least recommendations for ATAR Human Biology, Application Mathematics, and have shown success in Year 10 Chemistry. This qualification may make students eligible for entry into nursing programs. Please note that there are additional requirements for entrance into the HLT54115 Diploma of Nursing qualification.

The Certificate will be a part of a student's normal Timetable and will have an experienced ATAR Human Biology mentor teacher to help and guide them through the information and assist them in their preparation of assessments. The course will be fully on-line and run through Health Science Hub (RTO Code 52806).

The Certificate will come at a cost to individual students, which will need the first instalment paid shortly after enrolment. The remaining total will need to be paid in full in term 1, 2025. The final cost and parent/school contributions will be known during the latter part of Term 3 in 2024. Payment plans are also available.

Minimum student numbers are required for the Course to proceed.



**CERTIFICATE III IN SPORT AND RECREATION SIS30115**

As well as other certificates. For example: First Aid Certificate and an opportunity to also gain an Austswim Qualification.

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

Students who enrol in this course are working towards completing a national recognised qualification (Certificate III Sport and Recreation) which will be completed over two years in Year 11 and Year 12. A great opportunity to gain this Certificate while still at school. This course is for students who enjoy and have an interest in sport, coaching, umpiring and sport administration.

You will practise the skills you have learned in the school environment and undertake supervised workplace learning within the sports industry area in order to see the connection with what is learned at school and the workplace as well as completing units of competency that requires work-based skills.

Students may have to complete a minimal number of VOLUNTEER hours outside of school time to complete this course. They will also participate in Excursions such as help run the South West Netball High Schools Cup, helping at Winter Carnivals & OLMC Athletics Carnival. They will participate in coaching and umpiring sessions of their peers and younger children, such as in primary schools during class time. They will also facilitate events for their peers and for others.

By completing a Certificate III in Sport and Recreation, you will:

- Qualify to apply and put you in good standing, skills and knowledge for entry into Certificate IV in Sport and Recreation at South Regional TAFE.
- Have the skills and knowledge for entry level into the Fitness Sport and Recreation Industry. (For example, assisting with dry court duties at a Recreation Centre)
- Attain points for entry into any competitive certificate at South Regional TAFE or other TAFE.
- Obtain unit equivalence towards WACE.

The Certificate III in Sport and Recreation course is offered in partnership with the Bunbury Catholic College and IVET Institute Pty Ltd (RTO ID 40548). The course is structured into 15 units including areas such as Work Health and Safety, Customer Service, Coaching, Officiating, First Aid, to achieve the full certificate qualification you must demonstrate competency in each of these 15 units of competency. There are no semester exams or grades, you will be judged Competent or Not Yet Competent. You will be given sufficient opportunities to demonstrate competencies.

Minimum student numbers are required for the Course to proceed.



## **VET IN SCHOOLS (VIS)**

### **What is Vocational Education and Training in School?**

The VETiS (VIS) program is a fantastic opportunity for students in Years 11 and 12 who are enrolled in the Western Australian Certificate of Education (WACE), to be one step ahead of other young people who want to undertake an apprenticeship/traineeship/certificate course. It is a school-based program and is intended as a transition from school to the workplace/TAFE/University.

Training commences in a number of selected industry areas for interested students and if successful will end with a Certificate II, III and/or IV. Students must attend school, undertake Units of Competency within the VETiS program at a Registered Training Organisation (RTO) participating in the program and participate in units of Workplace Learning.

Currently Bunbury Catholic College students can access either South Regional TAFE or Bunbury Regional Trade Training Centres to complete their chosen course.

### **Fees and Charges**

VET in Schools Courses offered are dependent on Government funding, an RTO to deliver and the number of enrolments each year and cannot be guaranteed.

Students who participate in any of these courses may also be required to pay a course fee, administration fee, purchase textbooks and/or trade equipment/tools. Some of the courses available do not attract fees according to the particular industry area and if it falls within the States Skill Shortage List.

### **Who to Contact for More Information?**

More information can be obtained from the VET/Careers Centre at Bunbury Catholic College.

## External Certificate Courses 2025

Offered off Campus 1 or 2 days per week  
through external Registered Training Organisations

Name: \_\_\_\_\_

Homeroom: \_\_\_\_\_



Certificate III in Aviation (Remote Pilot) <input type="checkbox"/>	Certificate II in Automotive Servicing Technology (Light Vehicle Pre-Apprenticeship) (PAIS) <input type="checkbox"/>	Certificate III in Health Services Assistance Nursing Assistant Year 11 <input type="checkbox"/>
Certificate II in Automotive Servicing <input type="checkbox"/>	Certificate II in Automotive Servicing Technology (Heavy Vehicle Pre-Apprenticeship) (PAIS) <input type="checkbox"/>	
Certificate II in Building and Construction (Trades Pathway) <input type="checkbox"/>	Certificate II in Building and Construction (PAIS) (Pathway - Trades) [Brick and Block laying] <input type="checkbox"/>	Certificate III in Animal Care Services Year 11 <input type="checkbox"/>
Certificate III in Business <input type="checkbox"/>	Certificate II in Building and Construction (PAIS) (Pathway - Trades) [Carpentry & Joinery] <input type="checkbox"/>	Certificate IV Tertiary Preparation (Marine) Year 12 <input type="checkbox"/>
Certificate II in Civil Construction <input type="checkbox"/>	Certificate II in Building and Construction (PAIS) (Pathway - Trades) [Painting & Decorating] <input type="checkbox"/>	
Certificate III in Community Services <input type="checkbox"/>	Certificate II in Conservation and Ecosystem Management <input type="checkbox"/>	Certificate III in Fitness Year 11 <input type="checkbox"/>
Certificate IV in Community Services <input type="checkbox"/>	Certificate II in Electrotechnology (PAIS) <input type="checkbox"/>	Certificate IV Tertiary Preparation (Sport & Nutrition) Year 12 <input type="checkbox"/>
Certificate IV in Dental Assisting <input type="checkbox"/>	Certificate II in Horticulture <input type="checkbox"/>	
Certificate III in Early Childhood Education & Care <input type="checkbox"/>	Certificate II in Kitchen Operations (PAIS) <input type="checkbox"/>	Certificate III in Community Services Community Mental Health Year 11 <input type="checkbox"/>
Certificate III in Electrotechnology (Career Start) <input type="checkbox"/>	Certificate II in Retail Cosmetics <input type="checkbox"/>	
Certificate III in Health Services Assistance <input type="checkbox"/>	Certificate II in Retail Services <input type="checkbox"/>	Certificate IV Tertiary Preparation (Psychology) Year 12 <input type="checkbox"/>
Certificate II in Medical Service First Response <input type="checkbox"/>	Certificate II in Salon Assistant <input type="checkbox"/>	
Certificate II in Plumbing <input type="checkbox"/>	Certificate II in Hospitality <input type="checkbox"/>	Certificate III in Laboratory Skills Year 11 <input type="checkbox"/>
Certificate III in School Based Education Support <input type="checkbox"/>	Certificate II in Civil Construction <input type="checkbox"/>	
Certificate IV in School Based Education Support <input type="checkbox"/>	Certificate II in Applied Digital Technologies <input type="checkbox"/>	Certificate IV in Science (Biology) Forensic Science Year 12 <input type="checkbox"/>
	Certificate III in Accounts Administration <input type="checkbox"/>	

Courses will only commence in 2025 if student numbers make it viable, State Government support and funding is available, and the right RTO is available to deliver the course.

There is a cost associated with undertaking some of the above courses and these costs for 2025 will be available at the time of subject selection.