SWAN VALLEY
ANGLICAN COMMUNITY SCHOOL

YEAR 11

COURSE HANDBOOK

2026

Learners Today, Leaders Tomorrow

At **Swan Valley Anglican Community School**, our mission is to inspire our students to be the best they can be whatever pathway they choose.

Our Learner Profile

In an ever-changing world, we strive to develop aspirational and accountable young people within a culturally aware environment.

Each child is known and inspired to approach learning in ways that promote curiosity, creativity, collaboration and independence.

Each child will pursue a learning journey in which individual perspective and voice is valued.

Our students will be:

About this handbook:

The Year 11 course handbook describes the Western Australian Certificate of Education (WACE) programs and courses of study offered by the school.

Prior to making subject selections for Year 11, it is recommended students:

- explore career possibilities
- carefully research future requirements for tertiary study or on the job training
- plan for pathways and subjects which keeps future options open
- choose for an appropriate level of challenge

2026 YEAR 11
COURSE HANDBOOK

CONTENTS

ATAR COURSE PREREQUISITES

ATAR course	Related Year 10 Subject	ATAR Course School Prerequisite
Biology	Science	60%
Business Management & Enterprise	Humanities	60%
Chemistry	Science Mathematics	75% 75%
Dance	Dance	60%
Drama	English	60%
English	English	60%
Geography	Humanities	60%
Health Studies	English	60%
Human Biology	Science	60%
Italian: Second Language	Italian	60%
Mathematics: Applications	Mathematics	65%
Mathematics: Methods	Mathematics	75%
Mathematics: Specialist	Mathematics	85%
Modern History	Humanities	60%
Physical Education Studies	Science	60%
Physics	Science Mathematics	75% 75%

Literacy and Numeracy Requirement

Students selecting ATAR courses are expected to have pre-qualified for Literacy and Numeracy by achieving a Band 8 or higher in Year 9 NAPLAN.

GENERAL COURSE PREREQUISITES		
General course	**Related Year 10 Subject**	**General Course School Prerequisite**
Careers & Employability	There are no prerequisites for this course	
Children, Family & Community	There are no prerequisites for this course	
Dance	There are no prerequisites for this course	
Drama	Drama	C grade
English	English General **must** be selected if English ATAR prerequisite is not met.	
Food, Science & Technology	Food Technology	C grade
Health Studies	Health	B grade
Human Biology	There are no prerequisites for this course.	
Humanities and Social Science in Action	Humanities and Social Sciences	C grade
Marine & Maritime	There are no prerequisites for this course.	
Mathematics: Essentials	There are no prerequisites for this course.	
Media Production & Analysis	There are no prerequisites for this course.	
Outdoor Education	Outdoor Education	B grade
Physical Education Studies	Physical Education	C grade
Visual Arts	There are no prerequisites for this course	

VOCATIONAL EDUCATION & TRAINING COURSE PREREQUISITES		
VET course	**Related Year 10 Subject**	**VET Course School Prerequisite**
Certificate II in Workplace Skills	There are no prerequisites for this course	
Certificate II in Engineering Pathways	There are no prerequisites for this course	
Certificate II in Furniture Making Pathways	There are no prerequisites for this course	
Certificate III in Music	Music	B grade or Performance specialisation, practical performance experience required. Students who do not meet prerequisites may audition to assess suitability for enrolment.

STUDY PROGRAMS

Study programs are designed to ensure students have every opportunity to:

- receive the Western Australian Statement of Student Achievement (WASSA), and
- achieve the Western Australian Certificate of Education (WACE).

Three study programs are offered to achieve WACE:

- Australian Tertiary Admission Rank (ATAR)
- General and Vocational
- Education and Training (VET) study programs are offered.

The WASSA is provided to all students leaving school at the end of Year 12. It is a formal record of what students achieve as a result of their school education in Western Australia.

The WACE is the certificate that students in Western Australia receive on successful completion of the WACE requirements at the conclusion of their senior secondary education.

The WACE is recognised nationally in the Australian Qualifications Framework (AQF), and by universities and other tertiary institutions, industry and training providers.

THE WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

To achieve the WACE, students need:

1. the literacy and numeracy standard
2. the breadth and depth requirement
3. the achievement standard

Students, parents and carers can track progress towards achievement of WACE using the SCSA WACE checker.

EXPLANATION OF WACE REQUIREMENTS

1. Literacy and numeracy standard

Students need to achieve a minimum standard of literacy and numeracy. This can be achieved by demonstrating a Band 8 or higher in Year 9 NAPLAN.

For students yet to demonstrate the minimum literacy and numeracy standard, they have opportunity through the Online Literacy and Numeracy Assessment (OLNA). This can be achieved by attaining a category 3 in OLNA test components.

A student who does not achieve the minimum standard of literacy and/or numeracy by the time they finish Secondary schooling, does not meet requirements for WACE at the end of Year 12. The Authority provides opportunities for students to sit OLNA tests post-Year 12.

2. Breadth and depth requirement

Students must complete a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. To meet this requirement, students must complete at least:

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

3. Achievement standard

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

Students must complete:

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

DESCRIPTION OF WACE COURSES

Australian Tertiary Admission Rank (ATAR) Courses

These courses:

- are examined by the School Curriculum and Standards Authority (the Authority)
- are used by the Tertiary Institutions Service Centre (TISC) to calculate a student's Australian Tertiary Admission Rank (ATAR).

There are written examinations for all ATAR courses. There are practical examinations for some ATAR courses. Students must complete both examinations in these courses.

Students enrolled in a **Year 12 ATAR** course pair of units are required to sit the written and, if the course has one, practical examination.

Students who do not sit the examination will not:

- have a course mark or grade recorded on their WASSA
- receive an ATAR course report
- have the pair of units completed in that year contribute towards any of the WACE requirements.

General Courses

These courses:

- are not externally examined
- have an externally set task (EST) which is set by the Authority
- are designed for students who are typically aiming to enter further vocationally based training or the workforce directly from school.

Foundation Courses

These courses:

- focus on functional literacy and numeracy skills, practical work-related experience and personal skills
- are not an alternative senior secondary pathway
- are for students who have not been able to demonstrate the minimum standard for literacy and/or numeracy before Year 11 and who require significant support
- have an externally set task (EST) set by the Authority.

Vocational Education and Training (VET)

VET is nationally recognised and enables students to gain qualifications for all types of employment, and specific skills to help them in the workplace or in further training.

VET industry specific courses

These courses:

- include a full VET qualification and mandatory workplace learning
- contribute towards the WACE as course units
- qualifications undertaken through VET industry specific courses can be used to meet the Certificate II or higher component of the WACE
- the workplace learning component of the course contributes as unit equivalents towards the WACE.

Vocational, Education and Training Certificates (School and External Providers)

These courses:

- are to enter further vocationally based training or the workforce directly from school
- include a full VET qualification
- contributes to the WACE as unit equivalents

VET contribution to WACE

- As part of the minimum WACE requirements, a student may complete a Certificate II or higher in combination with ATAR, General or Foundation courses.
- Studying VET can provide up to eight units towards the number of course units students need to complete to achieve their WACE.
- Students will typically enrol in four or five additional ATAR, General or Foundation courses to meet the WACE requirements.
- Students who do not enrol in at least four Year 12 ATAR courses or at least five Year 12 General courses and/or ATAR courses (i.e. their program of study includes one or more Foundation course/s in Year 12) must also complete a Certificate II or higher to achieve the WACE.

Endorsed Programs

These programs:

- provide access to areas of learning not covered by WACE courses or VET programs and contribute to the WACE as unit equivalents
- are for students wishing to participate in programs that are delivered in a variety of settings by schools, workplaces, universities and community organisations.

Endorsed programs and the WACE

Endorsed programs can be used to:

- contribute towards the depth requirement and the achievement standard requirement of the WACE
- count as a maximum of four unit equivalents towards the WACE – two unit equivalents in Year 11 and two unit equivalents in Year 12.

Course Selection

Students in Year 11 must study **six courses.** This can be a combination of ATAR, General and VET courses depending on the selected study program.

To have an ATAR calculated, students must select a **minimum** of four ATAR courses**.** It is important that selection considers preferred post-school destinations and possible future career aspirations.

Selections should be realistic, and in keeping with a student's academic ability. School prerequisites must be met.

Course Selection Meetings

Course Selection Meetings are provided to Year 10 students.

A recommended study program and a selection of suitable courses is discussed with the student. The purpose of course selection is to ensure students have the best possible opportunity of achieving WACE and keeping future options open.

Each student should use the information provided in the course selection meeting to make selections in the EDVAL online platform.

School Prerequisites

Prerequisites set a minimum standard required for students to study specific Year 11 courses.

For Year 11 ATAR courses, students must meet or exceed a **minimum percentage** to select or continue these courses.

For Year 11 General and Certificate courses, students must meet a **minimum grade** for course selection and demonstrate necessary literacy and numeracy skills.

If a student does not meet the School Prerequisite for the preferred Year 11 at the time of course selection, they are required to reselect another course.

School prerequisites are detailed in this handbook and discussed during the Course Selection process.

Reselection and Appeal Process

A student may reapply for entry into their preferred course if School prerequisites are demonstrated on the final school report for the next academic year.

If a student does not meet the prerequisites, they must choose alternative courses where they meet the required standard.

There is an appeal process in place for students who believe they have a valid case to be reconsidered for their preferred courses where they have not met School Prerequisites.

STUDY PROGRAMS AND POSSIBLE COURSE COMBINATIONS

Australian Tertiary Admission Rank

This program is recommended to students who demonstrate ability for further study in university and tertiary courses and are likely to cope in courses with strong theory components.

ATAR courses with significant theory components are suitable for students who demonstrate ability and required Year 10 achievement for the related ATAR course. See ATAR, General and VET prerequisites tables.

Course combinations:

- 6 ATAR courses (preferred) **OR**
- 5 ATAR courses and 1 General course (preferred) **OR**
- 4 ATAR courses and 2 other WACE courses.

General

This program is recommended to students who demonstrate ability for further education in TAFE colleges and on the job training.

ATAR courses are not suitable for students recommended to this program. Students should note specific skills required for VET courses and select suitable options.

Course combinations:

- 6 General courses, **OR**
- 5 General courses and 1 VET course.

Vocational Education and Training

This program is recommended to students who demonstrate ability for further education at TAFE colleges and some tertiary courses.

ATAR courses with some theory components are suitable for students recommended to this program. Students need to demonstrate the ability and required Year 10 achievement for the related ATAR course. See ATAR, General and VET prerequisites tables.

It is essential students seek the advice of teachers as to likely future success when considering an ATAR course.

Students should not choose more than three ATAR courses in this program.

Course combinations:

- 2 VET courses and a combination of 4 other WACE courses, **OR**
- 1 VET course and a combination of 5 other WACE courses.

Study options for the WACE

Because syllabus content of a course increases in complexity from Year 11 to Year 12, a student is not permitted to:

- complete Year 12 (T) units in a course and subsequently enrol in Year 11 (E) units in the same course.
- enrol in more than two units in a subject course type (e.g., ATAR course) in a given calendar year, except in the ATAR and General courses with defined contexts. For example, a student could not enrol in AEENG, or A1ENG and A2ENG, together with ATENG in the same year

For the calculation of the TEA (Tertiary Entrance Aggregate) the following course combinations are not permitted:

- English ATAR and English as an Additional Language/Dialect (EAL/D) ATAR
- Mathematics: Applications ATAR and Mathematics: Specialist ATAR.

VET certificates and endorsed programs cannot be used to meet the breadth of study requirement.

Procedure for enrolment into a WACE Language course

Students are required to apply for permission to enrol in an ATAR or General Year 11 or Year 12 WACE Language course in the year prior to their first enrolment in the course, typically in Year 10 for study in Year 11.

The language enrolment procedure requires the student to:

- log in to the student portal at https://studentportal.scsa.wa.edu.au
- complete an application for permission to enrol in a WACE language course for the language in which they intend to enrol
- upload their supporting documents
- submit their application before the published date
- check the student portal for their language enrolment status.

Please contact the Languages Coordinator for information regarding eligibility and requirements.

Procedure for enrolling in a Year 12 English as an Additional Language or Dialect (EAL/D) course

The EAL/D ATAR course is designed for students for whom English is not their first or home language.

For a student to gain approval of eligibility to enrol in the EAL/D ATAR Year 12 course, they must complete an online eligibility declaration along with the required supporting documentation before the deadline published on the EAL/D course page on the Authority website and in the Activities Schedule.

Teachers must verify the information and provide a recommendation on endorsement by the principal before the deadline published on the EAL/D course page on the Authority website and in the Activities Schedule.

Principal endorsement must be finalised before the deadline published on the EAL/D course page on the Authority website and in the Activities Schedule.

Please contact the **Deputy Head of Secondary, Teaching and Learning** for information regarding eligibility and requirements.

Catering for students with special education needs

These are students who have been identified as having a disability recognised under the Disability Discrimination Act 1992 and who, as a consequence of their disability, are unable to achieve under standard conditions.

Some students with special educational needs may require modifications/adjustments to their learning programs and assessments to access the curriculum equitably.

If enrolled in ATAR, General or Foundation courses, the achievement of these students should be reported against the achievement standard of the course.

Please contact the **Head of Learning Enrichment** for information regarding eligibility and requirements.

Breadth of study requirement

Students must complete at least one pair of Year 12 units from each of List A and List B subjects. For this requirement, completion of a pair of units means that the student has received a grade for this pair of units and, for Year 12 ATAR courses, has sat the ATAR course examination.

For Year 11, students must choose at least one List A course, this requirement is satisfied with the compulsory selection of an English course. Student must also choose one List B course; this is normally Mathematics. If not selecting Mathematics, an alternative List B course may be chosen.

The breadth of study requirement must be fulfilled through the study of ATAR, General or Foundation courses.

The following course pages feature the unit descriptions from associated School Curriculum and Standards Syllabus. Additionally, it is indicated whether the WACE courses are List A or List B category.

VET certificates and endorsed programs cannot be used to meet the breadth of study requirement.

VET industry specific courses are not identified as belonging to either List A or List B and, as such, cannot be used to satisfy the List A and List B requirement for the WACE.

YEAR 11 AND 12 RELIGIOUS STUDIES ENDORSED PROGRAM (PARS)

Compulsory Unit of Study

Religious Studies is a Compulsory Endorsed Program completed across Year 11 and 12 with students completing one lesson a week combined with occasional practical and service-based activities.

Description of the Program

Religious Studies provides students in Anglican Schools with the opportunity to think deeply, critically and meaningfully about the world in which they live. It is an academically rigorous subject which challenges students to reflect carefully on themselves, their beliefs and the beliefs of others. Students are encouraged to ask philosophical questions which explore the nature of reality; the existence of God; and what it means to be human. They are provided with the thinking skills that enable them to grapple with such questions. They are also encouraged to experience expressions of faith through these studies. The course seeks to do this within an Anglican ethos.

Learning Outcomes

1. Students deepen their understanding of Christian beliefs and the Anglican tradition.
2. Students deepen their understanding of their own beliefs and the beliefs of others.
3. Students develop critical thinking skills which can be used to challenge, justify and clarify statements.
4. Students develop an appreciation of the value of Christian service, stillness, of awe and wonder, nurture their own sense of spirituality, and that they may discover a sense of faith in God.

Scope and Sequence

Students must complete all five units. The total number of hours completed by a student must equal 55 hours. This is equivalent to one “C” grade for WACE.

Hours	Year	Unit	Assessments
15	11	Anglican Identity	Test stimulus response
6	11	Service Learning	Practical activity and portfolio
11	11	Science and Religion	Discussion using stimulus
12	12	Jesus in Context	Visual stimulus response
11	12	Stillness and Silence	Participation, engagement and reflection

ATAR COURSE DESCRIPTIONS

BIOLOGY ATAR (LIST B COURSE)

Unit 1

In this unit, students investigate and describe a number of diverse ecosystems, exploring the range of biotic and abiotic components to understand the dynamics, diversity and underlying unity of these systems.

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

Through the investigation of appropriate contexts, students explore how international collaboration, evidence from multiple disciplines and the use of ICT and other technologies have contributed to the study and conservation of national, regional and global biodiversity. They investigate how scientific knowledge is used to offer valid explanations and reliable predictions, and the ways in which scientific knowledge interacts with social, economic, cultural and ethical factors.

Fieldwork is an important part of this unit. Fieldwork provides valuable opportunities for students to work together to collect first-hand data and to experience local ecosystem interactions.

Unit 2

In this unit, students examine inputs and outputs of cells to develop an understanding of the chemical nature of cellular systems, both structurally and functionally, and the processes required for cell survival. Students investigate the ways in which matter moves and energy is transformed and transferred in the processes of photosynthesis and respiration, and the role of enzymes in controlling biochemical systems.

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

Through the investigation of appropriate contexts, students explore how international collaboration, evidence from multiple disciplines and the use of ICT and other technologies have contributed to developing understanding of the structure and function of cells and multicellular organisms. They investigate how scientific knowledge is used to offer valid explanations and reliable predictions, and the ways in which scientific knowledge interacts with economic and ethical factors. Students use science inquiry skills to explore the relationship between structure and function by conducting real or virtual dissections and carrying out microscopic examination of cells and tissues. Students consider the ethical considerations that apply to the use of living organisms in research.

Type of assessment	Weighting
Science inquiry Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting data; and communicating findings. **Science Inquiry: Practical** Practical work can involve a range of activities, such as practical tests; modelling and simulations; observation checklists; and brief summaries of practical activities. **Science Inquiry: Investigation** Investigations are more extensive activities, which can include experimental testing; environmental and field work; conducting surveys; and comprehensive scientific reports. Field work or an environmental investigation must be conducted in Unit 1.	30%
Extended response Tasks requiring an extended response can involve selecting and integrating appropriate science concepts, models and theories to explain and predict phenomena, and applying those concepts, models and theories to new situations; interpreting scientific and media texts and evaluating processes, claims and conclusions by considering the quality of available evidence; and using reasoning to construct scientific arguments. Assessment can take the form of answers to specific questions based on individual research; exercises requiring analysis; and interpretation and evaluation of biological information in scientific and media texts.	10%
Test Tests typically consist of multiple choice questions, and questions requiring short and extended answers.	20%
Examination 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.	40%

It is desirable for students to have a minimum of 55% days in Year 10 Mathematics.

BUSINESS MANAGEMENT AND ENTERPRISE ATAR (LIST A COURSE)

It is desirable for students to have a minimum of 55% in Year 10 Mathematics.

Unit 1

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

Unit 2

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

Type of assessment	Weighting
Business research Students plan and conduct research relevant to business activity and make recommendations regarding feasibility and/or implementation. Research can result in a business report, such as, a management report or a business plan or sections of these documents. The format can be written, oral or multimedia. Students can work individually and/or in groups. In addition to the final presentation, other evidence of research can include an in-class validation essay, teacher observation records, survey data, learning journals, reference lists, project plans and/or draft notes.	30%
Response Students analyse a business situation and/or issue.	40%

Typically this requires response to one or more stimuli, such as a case study, a scenario and/or statistical data. Students can be required to respond to short answer and/or extended answer questions.	
Examination 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%

CHEMISTRY ATAR (LIST B COURSE)

Unit 1

In this unit, students relate matter and energy in chemical reactions as they consider the breaking and reforming of bonds as new substances are produced. Students can use materials that they encounter in their lives as a context for investigating the relationships between structure and properties.

Through the investigation of appropriate contexts, students explore how evidence from multiple disciplines and individuals have contributed to developing understanding of atomic structure and chemical bonding. They explore how scientific knowledge is used to offer reliable explanations and predictions, and the ways in which it interacts with social, economic and ethical factors.

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

Unit 2

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

Through the investigation of appropriate contexts, students explore how evidence from multiple disciplines and individuals have contributed to developing understanding of intermolecular forces and chemical reactions. They explore how scientific knowledge is used to offer reliable explanations and predictions, and the ways in which it interacts with social, economic and ethical factors.

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

Type of assessment	Weighting
Science inquiry Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting data; and communicating findings. **Practical** Practical work can involve a range of activities, such as practical tests; modelling and simulations; qualitative and/or quantitative analysis of second-hand data; and brief summaries of practical activities. **Investigation** Investigations are more extensive activities, which can include experimental testing; chemical analyses; and comprehensive scientific reports. The assessed component of tasks of these types should be conducted in a supervised classroom setting. Students must complete at least one investigation in each unit.	25%
Extended response Tasks requiring an extended response can involve selecting and integrating appropriate science concepts, models and theories to explain and predict phenomena, and applying those concepts, models and theories to new situations; interpreting scientific and media texts and evaluating processes, claims and conclusions by considering the quality of available evidence; and using reasoning to construct scientific arguments. Assessment can take the form of answers to specific questions based on individual research and interpretation and evaluation of chemical information in scientific journals, media texts and/or advertising. Appropriate strategies should be used to authenticate student achievement on an out-of-class assessment task. For example, research completed out of class can be authenticated using an in-class assessment task under test conditions.	10%
Test Tests are structured tasks designed so that students can apply their understanding and skills in chemistry to analyse, interpret, solve problems and construct scientific arguments.	15%

Examination 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.	50%

DANCE ATAR (LIST A COURSE)

Unit 1 – Popular Dance

In this unit, students will explore how popular dance reflects and influences cultural and social trends, identity and community. They will learn about the impact of media and technology on the evolution of popular dance, considering how platforms such as radio through to social media have transformed the visibility and accessibility of dance.

Unit 2 – Youth Dance

This unit focuses on creating dance that explores original concepts and expresses personal ideas. This course focuses on the development of technical skills, artistic expression and performance abilities in various dance styles popular among youth. Students explore learning contexts that reflect their own cultural understanding and produce unique work with a personal style.

Assessment Table

Type of assessment	Weighting
Performance/Production Exploring ideas, improvising, manipulating the elements of dance and using choreographic devices and structures to create original dance. Demonstrating competence in the use of technical dance skills, techniques/styles, performance qualities in a range of performance contexts.	40%
Examination - Practical Typically conducted at the end of semester and/or unit and reflecting the practical examination design brief and the practical (performance) examination requirements document for this syllabus.	20%
Examination - Written Typically conducted at the end of semester and/or unit and reflecting the written examination design brief for this syllabus.	15%

Assessment Outline

Performance /Production	**Demonstration of contemporary technique and skills:** Perform exercises and extended sequences in contemporary genre demonstrating: Elevation, floor work, standing work, travelling, turning; Correct execution and control of technique and skills; Alignment and placement of body.	5%
Performance /Production	**Group choreography presentation:** Plan, choreograph and present a group dance work using the elements of dance, choreograph devices and genre-specific performance skills demonstrating how popular dance reflects and influences cultural and social trends, identity and community.	15%
Performance /Production	**Application of technique and skills:** Apply jazz technique and skills in a teacher choreographed dance demonstrating correct execution and control in jazz, safe dance practices and performance skills. Demonstrating: Elevation, floor work, standing work, travelling and turning; Correct execution and control of technique and skills; Alignment and placement of body.	5%
Performance /Production	**Duo choreography:** Plan, create, rehearse and perform an original duo that manipulates the elements of dance and uses choreographic devices and structure to explore original concepts and express personal ideas influenced by youth dance.	15%
Practical Performance Examination	**Practical Examinations:** Conducted at the end of each semester. Perform a teacher choreographed solo in contemporary and jazz genre, perform one solo (modified from duo choreography task), and structured improvisation tasks under examination conditions.	20%
Response	**Popular dance case study:** Within the focus of popular dance, students will conduct one case study on a dance company or choreographer. The case study will investigate background information and related and relevant dance works. To be completed as an in-class timed response.	12.5%
Response	**Youth dance case study:** Students will conduct one case study on a dance company or choreographer who create dance for youth. The case study will analyse a dance work and take into consideration the cultural and social contexts of the dance work. To be completed as an in-class timed response.	12.5%
Written Examination	**Written Examinations:** Conducted at the end of each semester. An examination produced from a selected representative sample of the Dance ATAR Syllabus content from Units 1 & 2 studied as part of the course.	15%

DRAMA ATAR (LIST A COURSE)

Unit 1

This unit focuses on realism and representational drama. In this unit, students have the opportunity to research and collaboratively workshop, interpret and perform drama texts in forms and styles related to realism and representational drama. Within the focus of realism and representational drama, students must investigate the approach of **Konstantin Stanislavski**.

Unit 2

This unit focuses on non-realism and presentational drama. In this unit, students have the opportunity to research and collaboratively workshop, interpret and perform drama texts related to non-realism and presentational drama. Within the focus of non-realism and presentational drama, students must investigate the approach of **Bertolt Brecht.**

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%
Examination • Practical Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the practical examination design brief included in the ATAR Year 12 syllabus for this course. • Written Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the written examination design brief included in the Drama ATAR Year 12 syllabus.	10% 10%
Response Response to analysis and evaluation of own, others' or professional drama works. Planning, presenting and justifying approaches to drama texts in performance.	40%

ENGLISH ATAR (LIST A COURSE)

Unit 1

Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended and the contexts in which they are created and received. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts. Study in this unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning. Students develop an understanding of stylistic features and apply skills of analysis and creativity. They are able to respond to texts in a variety of ways, creating their own texts and reflecting on their own learning.

Unit 2

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

Type of assessment	Weighting
Responding Types of assessment will involve tasks in which students comprehend, engage with, interpret, analyse, compare, contrast, reflect on, appreciate and evaluate a range of texts and text forms for a variety of purposes and audiences. Students can respond in a range of text forms including fiction and non-fiction, media texts, multimodal and digital texts.	35%–40%
Creating Students create sustained imaginative, interpretive and persuasive texts in a range of modes for a variety of purposes and audiences. Students can create a range of text forms including fiction and non-fiction, media texts, multimodal and digital texts.	35%–40%
Examination The examination assesses work covered in the unit(s) completed, using questions requiring responses to texts and the creation of texts. The examination is typically conducted at the end of the semester and/or unit and reflects the examination design brief for this syllabus. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the English ATAR Year 12 syllabus for this course.	20%–30%

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (LIST A COURSE)

Unit 1

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

Unit 2

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

Type of assessment	Weighting
Investigation Framing of questions, planning, locating sources, identifying information, assessing relevance, note-taking, interacting with others, synthesising, evaluating, reflecting and producing an oral proposal. Part A: Semester One (recommended 10%) Investigate an issue/topic related to Unit 1 and present a research proposal in an oral format. Part B: Semester Two (recommended 10%) Write a report based on research around a Unit 1 or 2 topic/issue.	20%
Written examination 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 Year 12 ATAR syllabus for this course.	20%
Oral production Participation in and/or production of group discussions, panel discussions, interviews, debates, conversations, tutorials, speeches	20%

Note: for Response and Written production each **focus** must be assessed once.

Type of assessment	Weighting
Response Comprehension, analysis and evaluation of aural, written and printed visual texts. 1. One task to focus on the comprehension and analysis of aural texts. 2. One task to focus on the comprehension, analysis and synthesis of written and printed visual texts.	20%
Written production Creating texts which use language and structure appropriate to context, genre, purpose and audience. 1. One task to focus on the production of a formal essay. 2. One task to focus on the production of a written speech.	20%

GEOGRAPHY ATAR (LIST A COURSE)

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.

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.

Type of assessment	Weighting
Geographical inquiry/Fieldwork Students conduct investigations and fieldwork, process and translate information, and communicate findings following ethical protocols and procedures. Students actively engage in collecting and using primary and secondary information sources. Formats can include: assignment, research/fieldwork booklet, report, in-class validation and/or a combination of these.	30%
Response/Practical skills Questions can require students to respond to stimulus material and/or include the application of practical skills. Formats can include: map interpretation, data analysis, multiple-choice questions, short responses, sectionalised extended responses, extended responses, and/or a combination of these. Typically these tasks are administered under test conditions.	40%
Examination 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%

HEALTH STUDIES ATAR (LIST A COURSE)

Unit 1

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

Unit 2

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

Type of assessment	Weighting
Inquiry Students plan, conduct and communicate the findings of a health inquiry. Evidence can include: oral and/or written reports, posters and/or wall charts, websites, PowerPoint presentations, debates, articles for publication, and/or any combination of these.	20%
Project Students explore ideas and manage the components of the task. Evidence can include: reports, displays, health fairs/expos, demonstrations, campaigns, merchandise (production or design), pamphlets, brochures, fact sheets, newsletters, web pages and/or any combination of these.	30%
Response Students apply knowledge and skills to analyse and respond to stimuli or prompts that can include: scenarios, diagrams, graphs, tables, media excerpts/scripts, photos and/or health promotion resources. Evidence can include: tests, in-class essays and/or responses to a specific stimulus.	20%
Examination 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%

HUMAN BIOLOGY ATAR (LIST B COURSE)

Unit 1 – The Functioning Human Body

This unit looks at how human structure and function supports cellular metabolism and how lifestyle choices affect body functioning.
Cells are the basic structural and functional unit of the human body. Cells contain structures that carry out a range of functions related to metabolism, including anabolic and catabolic reactions. Materials are exchanged in a variety of ways within and between the internal and external environment to supply inputs and remove outputs of metabolism. Metabolic activity requires the presence of enzymes to meet the needs of cells and the whole body. The respiratory, circulatory, digestive and excretory systems control the exchange and transport of materials in support of metabolism, particularly cellular respiration. The structure and function of the musculo-skeletal system provides for human movement and balance as the result of the co-ordinated interaction of the many components for obtaining the necessary requirements for life.
Students investigate questions about problems associated with factors affecting metabolism. They trial different methods of collecting data, use simple calculations to analyse data and become aware of the implications of bias and experimental error in the interpretation of results. They are encouraged to use ICT to interpret and communicate their findings in a variety of ways.

Unit 2 – Reproduction and Inheritance

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

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

Students investigate an aspect of a given problem and trial techniques to collect a variety of quantitative and qualitative data. They apply simple mathematical manipulations to quantitative data, present it appropriately, and discuss sources and implications of experimental error. They also consider the limitations of their procedures and explore the ramifications of results that support or disprove their hypothesis. They are encouraged to use ICT in the analysis and interpretation of their data and presentation of their findings.

Type of assessment	Weighting
Science inquiry Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting data; and communicating findings. It is concerned with evaluating claims, investigating ideas, solving problems, reasoning, drawing valid conclusions, and/or developing evidence-based arguments. Students must complete at least one investigation over the pair of units. Practical Practical work can involve a range of activities, such as practical tests; modelling and simulations; qualitative and/or quantitative analysis of second-hand data; and/or brief summaries of practical activities. Investigation Investigations are more extensive activities, which can include experimental testing; conducting surveys; and/or comprehensive scientific reports.	20%
Extended response Tasks requiring an extended response can involve selecting and integrating appropriate science concepts, models and theories to explain and predict phenomena, and applying those concepts, models and theories to new situations; interpreting scientific and/or media texts and evaluating processes, claims and conclusions by considering the quality of available evidence; and using reasoning to construct scientific arguments. Assessment can take the form of answers to specific questions based on individual research; exercises requiring analysis; and interpretation and evaluation of information in scientific journals, media texts and/or advertising.	15%

Test Tests typically consist of multiple choice questions and questions requiring short and extended answers. They should be designed so that students can apply their understanding and skills in human biology to analyse, interpret, solve problems and construct scientific arguments.	25%
Examination 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.	40%

ITALIAN: SECOND LANGUAGE (LIST A COURSE)

Unit 1

The focus for this unit is *Rapporti* (Relationships). Students build on their skills, knowledge and understandings through the study of the unit content. They further develop their communication skills in Italian and gain a broader insight into the language and culture.

Unit 2

The focus for this unit is *Andiamo!* (Travel – let's go!). Students further develop their skills, knowledge and understandings through the study of the unit content. They extend their communication skills in Italian and gain a broader insight into the language and culture.

Type of assessment	Weighting
Oral communication Interaction with others to exchange information, ideas, opinions and/or experiences in spoken Italian. This can involve participating in an interview, a conversation and/or a discussion. Typically these tasks are administered under test conditions.	20%
Response: Listening Comprehension and interpretation of, and response in English to, a range of Italian spoken texts, such as interviews, announcements, conversations and/or discussions. Typically these tasks are administered under test conditions.	15%
Response: Viewing and reading Comprehension and interpretation of, and response in English to, a range of Italian print and/or audiovisual texts, such as emails, blog postings, films/television programs (excerpts), letters, reviews and/or articles. Typically these tasks are administered under test conditions.	15%
Written communication Production of written texts to express information, ideas, opinions and/or experiences in Italian. This can involve responding to a stimulus, such as a blog posting, an email and/or a chart, or writing a text, such as a journal/diary entry, an account, a review, a summary and/or an email. Typically these tasks are administered under test conditions.	20%
Practical (oral) examination 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.	10%

Written examination 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.	20%

MATHEMATICS APPLICATIONS ATAR (LIST B COURSE)

Unit 1

This unit has three topics: 'Consumer arithmetic', 'Algebra and matrices', and 'Shape and measurement'.

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

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

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

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

Unit 2

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

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

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

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

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

Type of assessment	Weighting
Response Students respond using knowledge of mathematical facts, concepts and terminology, applying problem-solving skills and algorithms. Response tasks can include: tests, assignments, quizzes and observation checklists. Tests are administered under controlled and timed conditions.	40%

Investigation Students use the mathematical thinking process and the statistical investigation process to plan, research, conduct and communicate, the findings of an investigation/project. They can investigate problems identifying the underlying mathematics, or select, adapt and apply models and procedures to solve problems. This assessment type provides for the assessment of the mathematical thinking process and statistical investigation process using course-related knowledge and modelling skills. The 'Consumer Arithmetic' and 'Univariate Data' topics are recommended as suitable content areas for investigation. Evidence can include: observation and interview, written work or multimedia presentations.	20%
Examination Students apply mathematical understanding and skills to analyse, interpret and respond to questions and situations. Examinations provide for the assessment of conceptual understandings, knowledge of mathematical facts and terminology, problem-solving skills, and the use of algorithms. Examination questions can range from those of a routine nature, assessing lower level concepts, through to those that require responses at the highest level of conceptual thinking. 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. Where a combined assessment outline is implemented, the Semester 2 examination should assess content from both Unit 1 and Unit 2. However, the combined weighting of Semester 1 and Semester 2 should reflect the respective weightings of the course content as a whole.	40%

MATHEMATICS METHODS ATAR (LIST B COURSE)

Unit 1

Contains the three topics:

- Counting and probability
- Functions and graphs
- Trigonometric functions.

Unit 1 begins with the study of probability and statistics with a review of the fundamentals of probability, and the introduction of the concepts of conditional probability and independence. A review of the basic algebraic concepts and techniques required for a successful introduction to the study of functions and calculus is covered. 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 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

Contains the three topics:

- Exponential functions
- Arithmetic and geometric sequences and series
- Introduction to differential calculus.

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.

Type of assessment	Weighting
Response Students apply mathematical knowledge and understanding of concepts, techniques and relationships to solve a mix of routine and non-routine questions, demonstrating their interpretation of concepts and results in applied and theoretical contexts. Response tasks can include: tests, assignments and multimedia representations.	40%

Investigation Students use the mathematical thinking process to plan, research, conduct and communicate the findings of an investigation. They can investigate problems to identify the underlying mathematics, or select, adapt and apply models and procedures to solve problems. This assessment type provides for the assessment of the mathematical thinking process using course-related knowledge and modelling skills. Evidence can include: observation and interview, written work or multimedia presentations.	20%
Examination Students apply mathematical understanding and skills to analyse, interpret and respond to questions and situations. Examinations provide for the assessment of conceptual understandings, knowledge of mathematical facts and terminology, problem-solving skills, and the use of algorithms. Examination questions can range from those of a routine nature, assessing lower level concepts, through to those that require responses at the highest level of conceptual thinking. 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. Where a combined assessment outline is implemented, the Semester 2 examination should assess content from both Unit 1 and Unit 2. However, the combined weighting of Semester 1 and Semester 2 should reflect the respective weightings of the course content as a whole.	40%

MATHEMATICS SPECIALIST ATAR (LIST B COURSE)

Unit 1

Contains the three topics:

- Geometry
- Combinatorics
- Vectors in the plane

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 builds on the knowledge from Mathematics Methods and 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

Contains the three topics:

- Trigonometry
- Matrices
- Real and complex numbers

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.

Type of assessment	Weighting
Response Students apply mathematical knowledge and understanding of concepts, techniques and relationships to solve a mix of routine and non-routine questions, demonstrating their interpretation of concepts and results in applied and theoretical contexts. Response tasks can include: tests, assignments and multimedia representations.	40%

Investigation Students use the mathematical thinking process to plan, research, conduct and communicate the findings of an investigation. They can investigate problems to identify the underlying mathematics, or select, adapt and apply models and procedures to solve problems. This assessment type provides for the assessment of use the mathematical thinking process using course-related knowledge and skills and modelling skills. Evidence can include: observation and interview, written work or multimedia presentations.	20%
Examination Students apply mathematical understanding and skills to analyse, interpret and respond to questions and situations. Examinations provide for the assessment of conceptual understandings, knowledge of mathematical facts and terminology, problem-solving skills, and the use of algorithms. Examination questions can range from those of a routine nature, assessing lower level concepts, through to those that require responses at the highest level of conceptual thinking. Students can be asked questions for which they may need to construct proofs and make conjectures. 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. Where a combined assessment outline is implemented, the Semester 2 examination should assess content from both Unit 1 and Unit 2. However, the combined weighting of Semester 1 and Semester 2 should reflect the respective weightings of the course content as a whole.	40%

MODERN HISTORY ATAR (LIST A COURSE)

It is desirable for students to also study ATAR English.

Unit 1 - Understanding the modern world

This unit examines developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. Students examine **one** development or turning point that has helped to define the modern world. Students explore crucial changes, for example, the application of reason to human affairs; the transformation of production, capitalism and consumption, transport and communications; the challenge to social hierarchy and hereditary privilege, and the assertion of inalienable rights; and the new principles of government by consent. Through their studies, students explore the nature of the sources for the study of modern history and build their skills in historical method through inquiry.

The key conceptual understandings covered in this unit are: what makes an historical development significant; the changing nature and usefulness of sources; the changing representations and interpretations of the past; and the historical legacy of these developments for the Western world and beyond.

Unit 2 - Movements for change in the 20th century

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

Type of assessment	Weighting
Historical inquiry Students use the relevant historical skills to plan, conduct and communicate an inquiry related to the elective they are studying. The inquiry proposition is devised by the teacher or the student. The final presentation can be: a written report; an analysis of the sources used in the inquiry; a debate; a hypothetical; an oral presentation and/or a multimodal presentation which can be presented individually or in a group. Typically one historical inquiry is completed for each unit.	20%

Explanation A response 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. The question can require students to respond to propositions or points of debate; explanations or evaluations of historical evidence; and interpretations and/or representations. At least two explanation tasks must be administered under test conditions.	20–30%
Source analysis A number of sources are interpreted, analysed, evaluated and/or synthesised. Questions typically require students to use evidence from the sources when commenting on: message; origin, purpose and context; reliability, usefulness and contestability of the evidence; perspective; and relevance to the context. The teacher can select the sources and provide the questions or a student (or group of students) can select a range of sources to respond to questions provided by the teacher. Source materials can include: photographs, cartoons, paintings, graphs, government papers, extracts from newspaper articles, letters, diaries, literary sources, and/or secondary sources. At least two source analysis tasks must be administered under test conditions.	20–30%
Examination 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%

PHYSICAL EDUCATION STUDIES ATAR (LIST B COURSE)

Unit 1

The focus of this unit is functional anatomy and exercise physiology concepts and how students apply these to their own and others' performance.

Unit 2

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

Type of assessment	Weighting
Practical (performance) Performance is assessed in the sport(s) studied at school which will provide students with the opportunity to refine and adjust skills and tactics within a competitive situation. Students are assessed in the selected sport(s). The assessment must be completed by the teacher and conducted within the school environment within the nominal hours for the course. Evidence can include: direct observation, checklists, and/or the use of video.	**30**%
Investigation Students plan and conduct research and communicate their findings. Evidence can include: journals, training diaries, essays, laboratory reports, oral presentations and/or the use of video.	10%
Response Students analyse and respond to questions, stimuli or prompts. Evidence can include: topic tests, summaries, essays and/or oral presentations.	20%
Examination 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. *Note: the proposed Year 12 examination design brief for 2024 will include a 3 hour examination.	40%

PHYSICS ATAR (LIST B COURSE)

Unit 1

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

Contexts that may be investigated in this unit include technologies, such as accelerometers and motion detectors, and related areas of science and engineering, such as sports science and car and road safety.

Through the investigation of appropriate contexts, students explore how international collaboration, evidence from a range of disciplines and individuals, and the development of ICT and other technologies have contributed to developing understanding of motion, forces and mechanical and thermal energy, and associated technologies. They investigate how scientific knowledge is used to offer valid explanations and reliable predictions, and the ways in which it interacts with social, economic, cultural and ethical factors.

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

Unit 2

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

Contexts that can be investigated in this unit include technologies related to nuclear energy, radiopharmaceuticals, seismic waves, musical instruments and electricity in the home; and related areas of science, such as nuclear fusion in stars.

Through the investigation of appropriate contexts, students understand how applying scientific knowledge to the challenge of meeting world energy needs requires the international cooperation of multidisciplinary teams and relies on advances in ICT and other technologies. They explore how science knowledge is used to offer valid explanations and reliable predictions, and the ways in which it interacts with social, economic, cultural and ethical factors.

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

Type of assessment	Weighting
Science inquiry portfolio The purpose of the portfolio is to gather a body of experimental work that students have completed over the wide variety of practical opportunities that occur within the course, to assess the Science Inquiry Skills of students. Teachers should design experiences that cover a comprehensive range of Science Inquiry Skills to allow students to practise and develop their understanding in a variety of experimental contexts and with provision of feedback. These feedback opportunities may include: • communication of experimental data • demonstration of practical skills • analysis of data including linearisation, identifying relationships between gradients, axis intercepts and physical properties, and recognition and analysis of uncertainties • application of scientific reasoning • evaluation of data and experimental design. A small selection of items (three to five) in the portfolio must be used to authenticate the portfolio. Two portfolios should be assembled, one for each unit of the course.	20%
Test Tests typically consist of questions requiring short answers, extended answers and problem solving. This assessment type is conducted in supervised classroom settings.	40%
Examination Examinations require students to demonstrate use of terminology, understanding and application of concepts and knowledge of information. It is expected that questions would allow students to respond at their highest level of understanding. Examinations are 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. This assessment type is conducted in supervised classroom settings.	40%

GENERAL COURSE DESCRIPTIONS

CAREERS AND EMPLOYABILITY GENERAL (LIST A COURSE)

Unit 1

The focus of this unit is on exploring work and career options.

Students discover how to locate and use reliable sources of career information, which will assist them with effective pathway planning. They develop an understanding of the relationship between learning and career progression.

Students learn to build a positive self-concept and recognise its influence on their life, learning and work. They examine their own personal skills, attributes, values and interests to understand the interrelationship between life and work roles.

Students gain an understanding of the diverse and changing nature of work and develop an awareness that employment is connected with responsibility for themselves and others. They will learn about the core competencies, which are key for success in a work environment.

Unit 2

The focus of this unit is on entry-level work readiness.

Engaging in self-management strategies assists individuals to set meaningful, achievable goals which can enhance personal growth. Through reflecting on their strengths, weaknesses and passions, students will learn how to identify opportunities for change and improvement.

As part of this process, students conduct an audit of their career competencies, knowledge, behaviours, values and attitudes. They will compile a career portfolio which contains an autobiographical profile and documents their work, training and/or learning experiences.

Students learn about the rights and responsibilities of employees and employers in entry-level jobs. They will build capacity to recognise and respond to work expectations by gaining an understanding of work health and safety legislation, and government policies and procedures that impact upon the workplace.

The skills commonly used across most occupations and industries are often referred to as employability skills. They are a set of transferrable skills that are based on the ability to cope with the evolving expectations on communication protocols, the advances in digital technologies and the prominence of teamwork. In times of global uncertainty and change, these skills are essential for adapting to different roles and work environments.

This course requires students to apply the following employability skills:

- communication skills
- digital literacy skills
- teamwork skills
- time management skills
- critical thinking skills

- problem-solving skills

The Career knowledge and understanding component is divided into five areas:

- Personal management
- Learning and work exploration
- Enterprising behaviours
- Career building
- The nature of work

Assessment table – Year 11

Type of assessment	Weighting
Investigation Students plan, conduct and communicate the findings of an investigation relating to the unit content. This could include one or more of the following: • research related to an industry and/or occupation of interest • future learning options • legislation and key government documents Students can work individually and/or in groups. Formats could include: a written report, an oral or multimedia presentation, infographic, pamphlet or a combination of these.	50%
Career Portfolio Students are required to develop a career portfolio. This should include: • a pathway plan • a résumé • a personal brand profile • evidence of achievement and qualifications • evidence of skills. The format can be printed and/or digital.	20%
Response Students are required to respond to short and/or extended answer questions. Short answer formats can include: • closed questions, to which there is a limited response or a precise answer • open questions that require a paragraph response • completion of retrieval charts and/or structured overview templates. Extended answer questions can be scaffolded or sectionalised. Stimulus materials can be used, including: extracts from documents, articles or journals; infographics; cartoons; graphs and data tables; case studies; or multimedia sources. Typically, these tasks are administered under test conditions.	30%

Note: the assessment of Employability skills should be an integral part of each task.

CHILDREN, FAMILY AND THE COMMUNITY GENERAL (LIST A COURSE)

Unit 1

This unit focuses on family uniqueness. Students examine the role of families and the relationships between individuals, families and their communities. Through an understanding of growth and development, students recognise the characteristics of individuals and families and that development is affected by biological and environmental influences. They identify roles and responsibilities of families, and examine their similarities and differences, the issues that arise from family interactions and the influence of attitudes, beliefs and values on the allocation of resources to meet needs and wants. Students make decisions, examine consequences and develop skills to accommodate actions that impact themselves or others. Skills, processes, understandings and knowledge are developed through individual and group experiences. Students design and produce products and services that meet the needs of individuals, families and communities.

Unit 2

This unit focuses on families, relationships and living in communities. The influence of biological and environmental factors, lifestyle behaviours and health status on growth and development is studied. Students explore the health of individuals and communities and the protective and preventative strategies that impact on growth and development. Students examine the roles and responsibilities of particular groups, networks, and services, and the impact of attitudes, beliefs and values on the management of resources. Students engage in shared research practice, communicate information, use decision-making, goal setting, self-management and cooperation skills when creating products, services or systems that will assist individuals, families and communities to achieve their needs and wants.

Type of assessment	Weighting
Investigation Directed research in which students plan, conduct and communicate an investigation. Students undertake research on children, family and community issues, applying strategies, tools, processes or systems. They use individual and collaborative investigative approaches, including observation, collecting and interpreting primary and secondary sources and undertaking practical activities. Evidence can include: observation checklists, evaluation tools (self or peer), journal, practical activities to gather information or test concepts, and/or multimedia presentations.	30%

Production A production project in which students explore ideas, design and produce a product, process, service, system or environment for individuals, families or communities. Students communicate and interact with individuals and groups in a practical way. Evidence can include: a journal or portfolio showing the exploration and development of ideas, designs and production of work, reflection on learning processes and evaluation and modification.	55%
Response Students make responses advocating on issues related to children, family and the community. Students apply their understandings and skills to respond to a series of stimuli or prompts, analyse, interpret, solve problems and answer questions in diagnostic, formative and summative tests. Oral and written evidence can include: situation analysis, practical activities that demonstrate findings, solutions, concepts and recommendations, observation records and checklists, response report, reflective journal and evaluation tools (self, peer or target group), and/or essays and extended responses.	15%

DANCE GENERAL (LIST A COURSE)

Unit 1 – Exploring the Components of Dance

Within the broad focus of exploring the components of dance, teachers select learning contexts that relate to the interests of their students and build upon the understandings that they have already acquired.

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

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

Unit 2 – Dance as Entertainment

Within the broad focus of dance as entertainment, teachers select learning contexts that relate to the interests of students and build upon the understandings that they have already acquired.

Students explore the entertainment potential of dance and choreography. In practical lessons, they improve safe dance practices and their physical competencies while acquiring genre-specific technique. They explore and experiment with the elements of dance and processes of choreography to solve choreographic tasks for performance.

Students identify and select technologies and design concepts which enhance the entertainment value of the dance and place it in its social, historical and economic context.

Assessment Table

Type of assessment	Weighting
Performance/production Exploring ideas, improvising, manipulating the elements of dance and using choreographic devices and structures to create original dance. Demonstrating competence in the use of technical dance skills, techniques/styles, interpreting choreographic intent and performance qualities in a range of performance contexts. A practical test is included in this assessment type.	70%
Response Response to, analysis and evaluation of own, others' or professional dance works. A written test is included in this assessment type.	30%

Assessment Outline

Assessment Type	Assessment Task	Weighting
Performance/ Production	**Demonstration of contemporary technique:** exercises and extended sequences that develop technical dance skills in floor work, standing work, centre work, turning, travelling and elevation, and safe dance practice. Demonstrating exercises and sequences that require a competent level of the components of fitness: strength, flexibility, coordination, muscular endurance, cardio-vascular endurance and the importance of warm-up.	20%
Performance/ Production	**Demonstration of musical theatre jazz technique:** exercises and extended sequences that develop technical dance skills in floor work, standing work, centre work, turning, travelling and elevation, and safe dance practice. Demonstrating technique specific to the dance genre and ways to engage with the audience: facial expression, gesture, accurate reproduction of movement.	20%
Performance/ Production	**Historical dance group choreography**: Re-create and present a historical dance, including evidence of choreographic processes, design concepts and technologies and performance skills in a group dance work	15%
Performance/ Production	**Musical theatre group choreography:** Plan, choreograph and present a dance scene in the musical theatre dance genre demonstrating entertainment performance processes.	15%
Response	**Dance history report:** Investigation of the purpose and value of dance in different cultures and the ways people from different cultures engage in dance.	10%
Response	**Critical review:** In-class timed critical review of a scene from a musical theatre performance analysing the entertainment and choreographic processes.	10%
Response	**Extended response:** In-class timed response on how a dance from a particular time is influenced by the historical and sociocultural context in which it exists.	10%

N.B. Due to curriculum reviews of the SCSA Dance curriculum, the units of work and assessment outline may be subject to change for the commencement of the 2026 school year.

DRAMA GENERAL (LIST A COURSE)

Unit 1

The focus of this unit is **dramatic storytelling**. Students engage with the skills, techniques**,** processes and conventions of dramatic storytelling. Students view, read and explore relevant drama works and texts using scripts and/or script excerpts from Australian and/or world sources.

Unit 2

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. They apply the creative process of devising and of interpreting Australian and/or world sources to produce drama that is collaborative and makes meaning.

Type of assessment	Weighting
Performance/production Improvising and devising original drama, interpreting drama texts, rehearsing, designing lighting, sound, sets, costumes and graphics for programs, posters and promotion. Demonstrating the use of drama skills, techniques, processes and technologies in a range of performance contexts.	70%
Response Response to, and analysis of own, others' or professional drama works in relation to elements, principles, techniques and/or processes of drama. Responses may be oral, or in written forms, and include supporting annotated diagrams and/or illustrations.	30%

ENGLISH GENERAL (LIST A COURSE)

Unit 1

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

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

Learning outcomes

By the end of this unit, students:

- comprehend information, ideas and language in texts selected from everyday contexts
- understand language choices and the likely or intended effect of these choices in a range of texts
- create oral, written and multimodal texts appropriate for audience and purpose in everyday, community, social, further education, training and/or workplace contexts.

Unit 2

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

Students:

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

- create texts using persuasive techniques and language features (written, visual and/or audio) to engage audiences in a range of modes.

By the end of this unit, students:

- examine how the structure and language of texts varies in different modes
- understand reasons for language choices and their effects on audiences in a variety of texts and contexts
- create oral, written and multimodal texts for different purposes using appropriate communication strategies for interaction with others.

Type of assessment	Weighting
Responding Types of assessment will involve tasks in which students comprehend, engage with, interpret, analyse, compare, contrast, reflect on, appreciate and evaluate a range of texts and text forms for a variety of purposes and audiences. Students can respond in a range of text forms, including fiction and non-fiction, media texts, multimodal and digital texts.	40-60%
Creating Students create sustained imaginative, interpretive and persuasive texts in a range of modes for a variety of purposes and audiences. Students can create a range of text forms, including fiction and non-fiction, media texts, multimodal and digital texts.	40-60%

FOOD SCIENCE AND TECHNOLOGY GENERAL (LIST B COURSE)

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.

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

Unit 2

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

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

Type of assessment	Weighting
Investigation Directed research in which students plan, conduct and communicate an investigation of an issue related to Food Science and Technology. They apply processes to food-related practices, use a variety of investigative approaches to individually and/or collaboratively collect and interpret primary sources and produce secondary sources. Processes include testing, analysing, evaluating and communicating findings. The investigation can be presented as a written report or a multimedia presentation. Other evidence can include: practical investigations, investigation plans, self or peer evaluations and/or journal reflections.	30%

Production A production project in which students explore ideas, design products and/or implement production processes. Students manage a range of production processes, evaluating and modifying them as necessary. This includes making products, prototypes or implementing processes and systems in response to a proposal and evaluating design ideas while managing a range of production processes. Evidence can include: survey results, design ideas, recipes, nutritional values, sensory properties, food products, production plans, production processes, and/or food systems; modifications used to manage quality control, product test results, evaluation tools (target market group) and/or journal reflections.	60%
Response Students respond to questions which can require them to refer to stimuli or prompts, such as production practices, case studies, scenarios, and primary and secondary sources. Tasks can be conducted inside or outside class time. Students apply their understandings and skills to analyse, and/or interpret information, solve problems and/or answer questions. Formats can include short and extended written responses and/or oral presentations. Other evidence can include: situation analysis exercises, observation records and checklists, journal entries and/or self, peer or target group evaluations.	10%

HEALTH STUDIES GENERAL (LIST A COURSE)

Unit 1

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

Unit 2

This unit continues to build students' knowledge and understandings about personal health and introduces the multiple determinants which influence health. These influences are explored in terms of how they interact and contribute to personal and community health status. The notion of prevention is central to this unit, and students explore personal actions and skills to cope with health influences and devise strategies for communities to promote and improve health. In addition to health determinants, the influence of cognitive dissonance on behaviour and the role of communities in shaping social and cultural norms are explored.

Self-management and cooperative skills essential to improve personal communication are examined. Students continue to develop health inquiry skills, including applying the steps in the inquiry process to explore relevant health issues.

Type of assessment	Weighting
Inquiry Students plan, conduct and communicate the findings of a health inquiry. Evidence can include: oral and/or written reports, posters or wall charts, websites, PowerPoint presentations, debates, articles for publication, and/or any combination of these.	20%
Project Students explore ideas and manage the components of the task. Evidence can include: reports, displays, health fairs/expos, demonstrations, campaigns, merchandise (production or design), pamphlets, brochures, fact sheets, newsletters, web pages, and/or any combination of these.	50%

Response Students apply knowledge and skills to analyse and respond to stimuli or prompts that can include: scenarios, diagrams, graphs, tables, media excerpts/scripts, photos and/or health promotion resources. Evidence can include: tests, in-class essays and/or responses to a specific stimulus.	30%

HUMAN BIOLOGY GENERAL (LIST B COURSE)

Unit 1

The focus for this unit is on the nutritional choices that we make for the optimal functioning of body cells.

Cells are the basic structural and functional units of the human body. Nutrients are required by cells to sustain life processes. The structures of the digestive system are designed to obtain nutrients which are essential for a functioning musculoskeletal system. Personal dietary decisions can affect the optimal functioning of body cells and quality of life.

Students investigate and model cell processes through practical activities. They explore the digestive and musculoskeletal systems through real and virtual dissections. Students analyse and evaluate various diets against the *Australian Dietary Guidelines*. They are encouraged to use information and communication technology to gather and interpret data, and communicate their findings in a variety of ways.

Unit 2

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

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

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

Type of assessment	Weighting
Investigation (minimum of 10 hours in class per unit) One investigation should be conducted in each unit and each investigation should have equal weighting. An investigation follows the scientific method, where students select and/or modify one or more practical activities in order to investigate a specific question through the collection and analysis of primary data.	40%

Students work individually or in groups to plan and conduct the investigation and summarise their findings in a live or virtual poster presentation. Each student will prepare a written report to communicate their findings. Planning, safety and group contributions could be monitored via student logbooks/journals, responses to reflection questions, teacher observations and/or peer assessment. Students must complete at least one investigation over the pair of units.	
Project (minimum of 5 hours in class per unit) One project should be conducted in each unit and each project should have equal weighting. A project involves students selecting and exploring a recent discovery, innovation or issue related to the context they are studying. Students are required to analyse and synthesise information from at least two different sources to explain the relevant scientific concepts involved, and describe its impact and/or influence on society. Students will communicate their findings in writing (e.g. a scientific article, poster or report) and/or present their findings to a live or virtual audience.	30%
Practical assessment (maximum of 1 hour in class per unit) One practical assessment should be conducted in each unit and each practical assessment should have equal weighting. Practical work helps develop technical and scientific skills, and improves scientific understanding. A practical assessment enables students to demonstrate their skills in the use of apparatus to collect data and model science concepts relevant to the context they are studying. Students will demonstrate their ability to manipulate apparatus, take accurate readings and work safely.	10%

HUMANITIES & SOCIAL SCIENCE IN ACTION GENERAL (LIST A COURSE)

Unit 1 – All humans have rights

In this unit students focus on human rights and how these rights have been gained over time. Students explore the United Nations Universal Declaration of Human Rights, and how people across the world have been able to access these rights through laws, both statute and common, policy changes and the progression of attitudes, perspectives, and behaviours over time. Students investigate case studies to see the development of civil and human rights movements and the impact these still have today. They examine the circumstances that have prevented minority groups from accessing basic human rights and suggest ways to improve access to rights for these groups.

Unit 2 – A sense of community

In this unit students focus on opportunities as well as challenges within their local communities. Students investigate the meaning of, and their place within, a community. They explore issues and possible solutions relevant to communities that they are or may be involved in. Through the development of Humanities and Social Sciences skills, students investigate how to improve living within these communities. They are able to propose changes and solutions to issues facing a community and explore ways of raising awareness for this. Students investigate their place within a community and how they as individuals can affect change on a variety of scales.

Type of assessment	Weighting
Social action investigation A social action investigation will require students to collect and analyse information, including data, to investigate an issue. This type of assessment must address the syllabus content and provide the opportunity for a student to increase their own understanding about an existing social action. Students develop a plan for their own social action, conduct research and communicate findings. They include evidence of planning, evaluation and reflection on their social action. Students may implement their social action plan in a local context and evaluate the outcomes of the social action. Students can work individually or collaboratively. Formats can include written, oral and/or multimodal formats, such as a research booklet, report, speech, a public performance, newsletter article, lesson activity, in-class validation and/or a combination of these.	30%
Commentary	30%

Type of assessment	Weighting
A commentary will require students to maintain a summary of their learning about an issue. Students complete at least four entries at various times during the teaching and learning of the syllabus content. The commentary allows students to draw conclusions and reflect on their learning, considering how their thinking on the subject has developed. The commentary can be based on a variety of stimulus materials including, but not limited to, media articles, trends in data and information, participation in social action, interviews with stakeholders, speeches or guest speakers. Students may include images, photos and diagrams to support evaluation and conclusions. Formats can be in written, digital, oral or visual form.	
Response A response can include questions that require students to apply knowledge and skills to analyse, interpret and evaluate stimulus material and/or respond to questions based on the syllabus content. Stimulus material can include written text, graphs, tables, diagrams, maps, photographs, cartoons or infographics. Formats can include written short responses, sectionalised extended responses, extended responses and/or a combination of these. Typically, this task is conducted in class under test conditions.	40%

MARINE AND MARITIME STUDIES GENERAL (LIST B COURSE)

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 in relation to the challenges of a marine environment. 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 snorkelling and diving or sailing. Science inquiry skills will be developed through the design process of investigate, devise and evaluate, in relation to marine construction materials. Students will also be involved in practical activities to collect and analyse data related to water properties, winds, tides, waves and currents.

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. Western Australian examples of marine life will be identified and classified into the major groups. 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.

Students gain an understanding of maritime studies, including the design features of marine or maritime equipment and methods of maritime construction. 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 snorkelling and diving or sailing. Science inquiry skills will be developed through the design process in relation to design features of marine or maritime equipment and methods of maritime construction. Students use ecosystem surveying techniques to collect and analyse data related to marine ecosystems, and classification keys to identify marine organisms found there.

Type of assessment	Weighting
Science inquiry Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting data; and communicating findings. **Scientific skills** Scientific skills can include: classification exercises, design and construction of scientific testing/collecting equipment or models, and microscope work. **Investigation** Investigations are more extensive activities which can include: experimental testing; environmental and field work; conducting surveys; scientific research into specific marine and maritime issues; and/or comprehensive scientific reports.	25%
Practical Practical tasks assess how students perform in a practical activity where they demonstrate specific skills or strategies. Practical tasks can include: snorkelling, sailing, knot tying, completing a pre-dive safety check. Assessment can take the form of direct observation and judgement of student's performance as they demonstrate a skill.	50%
Extended response Tasks requiring an extended response may involve selecting and integrating appropriate science concepts, models and theories to explain and predict phenomena, and applying those concepts, models and theories to new situations; interpreting scientific and media texts and evaluating processes, claims and conclusions by considering the quality of available evidence; and using reasoning to construct scientific arguments. Assessment may take the form of answers to specific questions based on individual research; exercises requiring analysis; and interpretation and evaluation of information in scientific journals, fisheries reports and/or media texts.	5%
Test Tests typically consist of multiple-choice questions and questions requiring short and extended answers. They should be designed so that students may apply their understanding and skills in the Marine and Maritime Studies General course to analyse, interpret, solve problems and construct scientific arguments.	20%

MATHEMATICS ESSENTIALS GENERAL (LIST B COURSE)

Unit 1

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

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

This unit includes the following four topics:

- Basic calculations, percentages and rates
- Using formulas for practical purposes
- Measurement
- Graphs

Unit 2

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

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

This unit includes the following four topics:

- Representing and comparing data
- Percentages
- Rates and ratios
- Time and motion

Type of assessment	Weighting
Response Students apply mathematical knowledge and understanding of concepts and relationships to solve a mix of routine and non-routine questions in real-life contexts. Response tasks can include: tests, assignments, and multimedia representations.	50%
Practical applications (included in both Unit 1 and Unit 2) Students are required to practically apply mathematics understandings and skills using the mathematical thinking process to develop solutions or arrive at conclusions, to real-world tasks. Evidence should include data and information sources, mathematical strategies/calculations and a written solution or conclusion. Evidence forms can include: written work, observation checklists, spreadsheets, pictures, diagrams, tables or graphs, media, photographs, video and/or models created by the student. **Statistical investigation process (included in Unit 2 only)** Students apply the statistical investigation process to solve a real-world problem. Evidence should include data collection, information sources, statistical analysis and a written conclusion. Evidence forms can include: written work, spreadsheets, tables, graphs. **Note:** Students apply the statistical investigation process to solve a real-world problem. Evidence should include data collection, information sources, statistical analysis and a written conclusion. Evidence forms can include: written work, spreadsheets, tables, graphs. **Note:** Tasks can be of short or long duration. While these tasks may require scaffolding, a gradual reduction would be expected over time.	50%

MEDIA PRODUCTION AND ANALYSIS GENERAL

Unit 1 – Mass media

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

Unit 2 – Point of view

In this unit, students will be introduced to the concept and learn how a point of view can be constructed. They will analyse media work and construct a point of view in their own productions.

Type of assessment	Weighting
Response Work in which students plan, conduct and communicate findings based on the analysis of audiences, media contexts and media examples using a range of frameworks and primary and secondary sources. Can include reflection on, and response to, a series of stimuli or prompts which may include own and/or professional media work.	**30%**
Production Extended production project which can be completed as either a single task or as separate tasks. Students explore ideas, control and manage the processes required to manage the aesthetic quality of production. Independently, and in teams, manage a range of production processes, evaluating and modifying them as necessary. Demonstrate an understanding of styles, structures, codes and conventions and the confidence and competence in the use of technologies, skills and processes in a range of contexts.	**70%**

OUTDOOR EDUCATION GENERAL (LIST B COURSE)

Unit 1

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

Unit 2

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

Type of assessment	Weighting
Investigation Students plan and conduct research and communicate their findings. Evidence can include: expedition manuals or journals, diaries, essays, reports, stories, oral and/or video presentations.	25%
Performance in outdoor activities Students develop and refine skills and strategies used in outdoor adventure activities. Evidence is collected over a period of time and can include: checklists/rubrics, direct observation and video.	30%
Expedition skills Students apply skills and strategies while on expedition Evidence is collected through direct observation, or the use of video and/or photographs.	20%

Response Students analyse and respond to stimuli or prompts. Evidence can include: reflections, logbooks, journals, tests, summaries and/or essays.	25%

PHYSICAL EDUCATION STUDIES GENERAL (LIST B COURSE)

Unit 1

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

Unit 2

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

Study in both units includes the knowledge, understandings and skills of developing physical skills and tactics, motor learning and coaching, functional anatomy, biomechanics, exercise physiology, sports psychology.

Type of assessment	Weighting
Practical (performance) Students demonstrate their ability to adapt and adjust skills and tactics in the sport(s) studied at school while performing within a competitive situation. The assessment must be completed by the teacher and conducted within the school environment within the nominal hours for the course. Evidence can include: direct observation, checklists, and the use of video.	50%
Investigation Students plan and conduct research and communicate their findings. Investigation findings can be communicated in any appropriate form, including: written (journals, training diaries, essays and laboratory reports), oral and/or video.	25%
Response Students analyse and respond to questions, stimuli or prompts. Student responses can be written (topic tests, summaries, essays) and/or oral.	25%

VISUAL ARTS GENERAL (LIST A COURSE)

Unit 1

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

Unit 2

The focus for this unit is explorations. Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment. They use a variety of inquiry approaches, techniques and processes when creating original artworks.

Type of assessment	Weighting
Production A body of work that incorporates resolved artwork(s) and documentation of thinking and working practices. This typically involves: • investigative approaches, including drawing to create artworks (inquiry) • using elements and principles of art (visual language) • using sources of information and research (visual influence) • transforming and developing artworks (art forms, media and techniques) • producing artworks (art practice) • displaying artworks (presentation) • evaluating and refining production processes (reflection).	70%
Analysis Response to, analysis and evaluation of artworks sourced from a variety of forms, periods, times and/or cultures. This typically involves: • interpretation of meanings • identifying the visual language (elements and principles of art) used by the artist • commenting on the relationship between the art form's structure, purpose, ideas, issues, beliefs, attitudes, emotions and/or values.	15%
Investigation Case studies involving research and visual analysis focused on Australian and/or international visual arts practice. Visual arts practice should be examined with consideration of historical, cultural and contextual factors influencing production and interpretation.	15%

VOCATIONAL EDUCATION AND TRAINING COURSE DESCRIPTIONS

CERTIFICATE II IN WORKPLACE SKILLS

The BS20120 Certificate II in Workplace Skills course is provided by the school in partnership with IVET Institute, registration code 40548. IVET Institute, registration code 40548 is licensed under *ASQA* to deliver and assess these qualifications. The school will enrol the students who have selected these courses by advising the RTO in February each year after the subject selection process has been completed and parents have provided their approval for enrolment. The student's enrolment is confirmed when *they complete the student enrolment on the IVET Student Portal.* Upon successful completion of all course requirements, the RTO will issue a certificate or statement of attainment. These will be issued electronically through the IVET Student Portal. For more information on IVET, visit the RTO's website at: www.ivetinstitute.com.au

This Certificate II reflects the role of individuals in a variety of entry-level Business Services job roles. It also reflects the role of individuals who have not yet entered the workforce, and are developing the necessary skills in preparation for work. Students will be required to carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills. Students will perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.

Examples of job roles applicable to the BSB20120 Certificate II in Workplace Skills are:

- Administration Assistant
- Clerical Worker
- Data Entry Operator
- Information Desk Clerk
- Office Junior
- Receptionist

Enrolment condition: The BSB20120 Workplace Skills is a one year course. In Year 12, students will continue into the BSB30120 Certificate III in Business course completing a dual qualification or select a CareerLink course.

Assessment Types

- Question and Answers
- Observations
- Practical Tasks
- Role Play
- Group Work
- Research Based Tasks

CERTIFICATE III IN BUSINESS

The BSB30120 Certificate III in Business course is provided by the school in partnership with IVET Institute, RTO Code 40548. IVET Institute, RTO Code 40548 is licensed under *ASQA* to deliver and assess these qualifications. The school will enrol the students who have selected these courses by advising the RTO in February each year after the subject selection process has been completed and parents have provided their approval for enrolment. The student's enrolment is confirmed when *they complete the student enrolment on the IVET Student Portal.* Upon successful completion of all course requirements, the RTO will issue a certificate or statement of attainment. These will be issued electronically through the IVET Student Portal. For more information on IVET, visit the RTO's website at: www.ivetinstitute.com. au

This Certificate III course involves students learning the employability skills associated with the business industry. Students will have to demonstrate competencies in a selection of tasks such as working and communicating effectively in a business environment, using business technology and information technology skills and software that would be used in business, and delivering service to customers. Students would need to plan, organise and complete daily work activities and work effectively with others. The course reflects the varied roles of individuals across different industry sectors who apply a broad range of competencies using some discretion, judgement and relevant theoretical knowledge. They may provide technical advice and support to a team.

Examples of job roles applicable to the BSB30120 Certificate III in Business are:

- Junior Personal Assistant
- General Clerk
- Accounts Clerk / Accounts Payable Clerk
- Office Assistant
- Receptionist
- Word Processing Operator

Pathways - Enroll in BSB40120 Certificate IV Business or a range of other Certificate IV qualifications.

Assessment Types

- Question and Answers
- Observations
- Practical Tasks
- Role Play
- Group Work
- Research Based Tasks

CERTIFICATE II IN ENGINEERING PATHWAYS

The MEM20422 Certificate II in Engineering Pathways course is provided by the school in partnership with Australian Institute of Education and Training (AIET), RTO Code 121314.

Australian Institute of Education and Training (AIET) RTO Code 121314 is licensed under *ASQA* to deliver and assess these qualifications.

The school will enrol the students who have selected these courses by advising the RTO in February each year after the subject selection process has been completed and parents have provided their approval for enrolment. The student's enrolment is confirmed when *they complete the student enrolment on the AIET Hub.*

Upon successful completion of all course requirements, the RTO will issue a certificate or statement of attainment. This will be delivered to *the school.*

For more information on AIET, visit the RTO's website at: www.aiet.edu.au.

This Certificate II course teaches students to cut, shape, join and finish metal to construct, maintain or repair metal products and structures. They may produce items made from sheet metal such as toolboxes, letterboxes, portable barbeques or sculptures. They will work with a variety of other materials such as Mild Steel and Stainless Steel and learn the basics of MIG and TIG welding, as well as oxygen/acetylene welding.

Examples of job roles applicable to MEM20422 Certificate II in Engineering Pathways are:

- Blacksmith
- Boilermaker
- Electroplater
- Engineering Patternmaker
- Foundry Worker
- Moulder/Core maker
- Sheet metal Worker
- Welder – first Class

Pathways – Enroll in Certificate III in Engineering (Composites Trade), Certificate III in Engineering (Fabrication Trade), Certificate III in Engineering (Mechanical Trade), Certificate III in Engineering (Technical), Certificate IV in Engineering (Computer Numerical Control), Certificate IV in Engineering (Electrical Instrumentation), Certificate IV in Engineering (Fluid Power), Certificate IV in Engineering (Instrumentation), Certificate IV in Engineering (Maintenance), Diploma of Engineering – Advanced Trade

Assessment Types

- Observations
- Questioning
- Portfolio of evidence

CERTIFICATE II IN FURNITURE MAKING PATHWAYS

The MSF20522 Certificate II in Furniture Making Pathways course is provided by the school in partnership with Australian Institute of Education and Training (AIET), Registration Code 121314.

Australian Institute of Education and Training (AIET) Registration *Code* 121314 is licensed under *ASQA* to deliver and assess these qualifications.

The school will enrol the students who have selected these courses by advising the RTO in February each year after the subject selection process has been completed and parents have provided their approval for enrolment. The student's enrolment is confirmed when *they complete the student enrolment on the AIET Hub.*

Upon successful completion of all course requirements, the RTO will issue a certificate or statement of attainment. This will be issued digitally to both the student and the school.

For more information on AIET, visit the RTO's website at: www.aiet.edu.au.

The qualification is intended for people interested in exposure to a furniture making or related working environment with a view to entering into employment in that area. They may produce projects such as tables, chairs, wooden boxes, turned bowls, salt/pepper grinders, musical instruments or cabinetry. Students will be exposed to various types of timbers including Jarrah, Pine, Tasmanian Oak, Meranti, Beech, Maple and Ash.

Examples of job roles applicable to MSF20522 Certificate II in Furniture Making Pathways are:

- Roof Carpentry
- Cabinet Making
- Timber Flooring
- Decking Carpentry
- Fixing Carpentry/Joinery

Pathways -Enroll in Certificate III in Cabinet Making, Certificate III in Carpentry, Certificate III in Carpentry and Joinery, Certificate III in Furniture Finishing, Certificate III in Timber and Composites Machining, Certificate III in Upholstery, Diploma of Visual Arts (Product Design)

Assessment Types

- Observations
- Questioning
- Portfolio of evidence

CERTIFICATE III IN MUSIC (PERFORMANCE)

CUA30920 Certificate III in Music

This Certificate III qualification is offered to students under the auspices of the College of Sound and Music Production registration code 41549. This qualification is for those students who have an interest in music and are keen to develop skills as a musician with the aim to perform and compose music.

A Music Performance Specialisation provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. Depending on the electives chosen, students will work towards composing simple songs or musical pieces and preparing for performances, whilst developing improvisation skills, applying knowledge of genre to music making and performing music as part of a group or as a soloist.

Students will gain competencies that will enhance their employment opportunities within the music industry, and a recognised qualification that will assist them in making a more informed choice when considering vocational and career pathways.

Upon successful completion of all course requirements, the RTO will issue a certificate or statement of attainment. This will be issued digitally to both the student and the school

Examples of job roles applicable to CUA30920 Certificate III in Music are:

· Musician	· Music Producer	· Singer
· Stage Producer	· Director	· Stage Manager
· Session Musician	· Performer	· Songwriter
· Band member	· Music Composer	· Promoter

Pathways – Enroll in CUA40920 Certificate IV in Music, or CUA50820 Diploma of Music or CUA60520 Advanced Diploma of Music.

Assessment Types

- practical tasks,
- teacher observation,
- research projects,
- product submission,
- planning documentation,
- personal reflection, and
- workbook questions

FINAL SUMMARY FOR STUDENTS

In planning for future pathways and course selections, students are asked to consider:

- What do I want to be or do, beyond school?
- What subjects should I choose to prepare for this?
- Am I sufficiently prepared to handle these subjects?
- What subjects am I good at?
- What subjects do I enjoy?
- Which subjects are important and related to my career options?
- If I change my mind, or am undecided, what choices will keep my options open?
- If your career requires tertiary study, check the relevant university guide or website. Make sure you understand the type and length of study required and the nature of the associated work.

Course Selections

Subject choices for Year 11 and 12 are important. Students should attempt to keep their options open:

- Take note of the courses offered and the School prerequisite (minimum percentage/grade)
- Distinguish between compulsory, non-compulsory subjects
- Reflect on your experience and performance in the same or related subjects up to Year 10
- Read course descriptions carefully and note the required skills required or each of your preferred subject choices
- Estimate your level of performance in these skills.

Students have been assisted by staff in the school to make final subject selections. Accordingly, students are encouraged to:

- Make realistic choices, which reflect interests, abilities, and competencies.
- Take time to explore options carefully and realistically.

Please contact the Head of Secondary, Teaching and Learning should you have any queries in relation to information contained in this course handbook.