



SWAN VALLEY
ANGLICAN COMMUNITY SCHOOL

YEAR 12

**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:

OUR LEARNER PROFILE

We are:

			
ACCOUNTABLE	ASPIRATIONAL	COLLABORATIVE	CREATIVE
			
CRITICAL THINKERS	INCLUSIVE	REFLECTIVE	RESILIENT



SWAN VALLEY
ANGLICAN COMMUNITY SCHOOL

YEAR 12 COURSE HANDBOOK

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ATAR COURSE PREREQUISITES

School Prerequisites for **continuation** of Year 12 **ATAR** Courses (Units 3 and 4)

ATAR Course	Related Year 11 Subject Units 1 and 2	ATAR Course School Prerequisite	Related ATAR Course Units 3 and 4
The Arts	Drama	55%	Drama
The Arts	Dance	55%	Dance
HPE	Health	55%	Health
HPE	Physical Education	55%	Physical Education
Humanities	Geography	55%	Geography
	Modern History	55%	Modern History
Science	Physics	55%	Physics
	Human Biology	55%	Human Biology
	Biology	55%	Biology
	Chemistry	55%	Chemistry
Mathematics	Mathematics Applications	55%	Mathematics Applications
	Mathematics Methods	55%	Mathematics Methods
	Mathematics Specialist	55%	Mathematics Specialist
English	English	55%	English

TISC DEADLINES

The Tertiary Institution Services Centre releases Key Dates on the activities below:

- Early Conditional Offers.
- Veterinary Science course at Murdoch application.
- Bachelor of Medicine, Bachelor of Surgery at Curtin, the Assured Pathway to Dentistry and Medicine at UWA applications.
- Assured Pathway to Medicine at Notre Dame application.
- Bachelor of Nursing (Honours) and the Assured Pathway to Podiatry courses at UWA applications
- Opening and closing dates for specific programs.
- Closing date for change of address for WACE students for mailing Universities Admission Advice letters.
- WA 2026 ATAR results and Universities Admission Advice Letters online.
- Main offers availability.
- Education Access Scheme submission.
- Closing dates to apply.

SCSA Year 12 Student Key Information through the Portal

The student portal is your space to access and check personal information that relates to your Western Australian Certificate of Education (WACE), Western Australian Statement of Student Achievement (WASSA), and other senior secondary school achievements.

The student portal will display your school achievements based on your personal study profile.

Visit the student portal to:

- check your personal details and enrolments
- complete your Student Declaration and Permission (Year 12 students, and anyone enrolled in a Year 12 Australian Tertiary Admission Rank [ATAR] course.
- complete your declaration for eligibility for the Year 12 English as an Additional Language or Dialect ATAR course by specified date.
- complete your Application for permission to enrol in a WACE language course if you have not done this previously by specified date.
- download a copy of your personalised examination timetable/s for the written and practical ATAR course examinations.
- download a copy of your approved equitable access adjustments
- download a copy of your sickness/misadventure outcome
- check your results in December 2026 (date to be confirmed)
- download digital copies of your WACE, WASSA, ATAR course reports and ATAR examination results from mid-January 2027
- download digital copies of your award certificates from mid-February 2027

Accessing the student portal

Student portal terms of use

All School Curriculum and Standards Authority (the Authority) online services, including the student portal, must be used responsibly.

By logging in to their website, you are acknowledging that you are requesting an electronic copy of the relevant student record.

The Authority may correct or amend information as and when required. This website uses information from the database and is therefore subject to change without notice. You also give consent to logging, monitoring, auditing and disclosure of your use of these services.

Inappropriate use of these services can result in action that may include suspension of access to online services.

WA student number (WASN)

Your WASN is an eight-digit number which was allocated to you by the Authority. You will find your WASN on your school report/s. It may also be on your SmartRider.

Password

Password changes can only be requested by the student.

Your initial password is a combination of your family name and date of birth — **Nnddmmyyyy**:

- **Nn** = the first two letters of your family name: the first as a capital letter (A–Z) and the second as a lower case letter (a–z), excluding any punctuation or spaces
- **Ddmmyyyy** = your date of birth in day-month-year format.

SPECIAL PERMISSION FOR PRIVATE STUDY

Every year, students in both Year 11 and Year 12 are required to complete six Courses, including any Certificate programs. This is necessary for Graduation and potential University admission.

Year 12

A Year 12 student may be eligible to apply for special permission for Private Study. This means they are allowed to withdraw from one Course and be allocated time for Private Study instead.

A Year 12 student may apply for time for Private Study if they have particularly difficult, higher-level ATAR Courses, or they are enrolled in Curtin University Uni Ready in Schools (URIS) or one or more external Certificates. The student must also satisfy the relevant conditions below (to be discussed with the Head of Secondary (Teaching and Learning)).

All Students:

- Demonstrated ability to work independently.
- A minimum average grade of 60% (C grade) and a minimum of 8 C grades in Year 11 Courses.

ATAR Pathway:

- A predicted ATAR of 75 or higher.

Special Circumstances:

- An Individual Education Plan that impacts the ability of the student to take six Courses in Year 12.
- A medical condition, elite sport or cultural commitment that impacts the ability of the student to take six Courses in Year 12. Acceptable evidence must be provided.
- TAFE attendance during School hours to complete an external Certificate.

Applications for private study are reviewed carefully to make sure students are given the best possible opportunity to achieve WACE.

University and Training links:

[The University of Western Australia](#)

[Curtin University](#) or www.futurestudents.curtin.edu.au

[Edith Cowan University](#) or www.reachyourpotential.com.au

[Murdoch University](#)

[The University of Notre Dame](#)

[WA Academy of Performing Arts \(WAAPA\)](#)

[North Metropolitan TAFE](#)

[South Metropolitan TAFE](#)

[Training Admissions WA Online](#)

[Australian Apprenticeships](#)

[Australian Apprenticeship Pathways](#)

[Australian Apprenticeship Pathways Opportunities](#)

ATAR COURSE DESCRIPTIONS

BIOLOGY ATAR

Unit 3

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

Unit 4

In this unit, students investigate system change and continuity in response to changing external conditions and pathogens; they investigate homeostasis and the transmission and impact of infectious disease; and they consider the factors that encourage or reduce the spread of infectious disease at the population level.

School Based Assessment

Type of assessment	Weighting
<p>Science inquiry</p> <p>Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting data; and communicating findings.</p> <p>Science Inquiry: Practical</p> <p>Practical work can involve a range of activities, such as practical tests; modelling and simulations; observation checklists; and brief summaries of practical activities.</p> <p>Science Inquiry: Investigation</p> <p>Investigations are more extensive activities, which can include experimental testing; environmental and field work; conducting surveys; and comprehensive scientific reports.</p>	20%
<p>Extended response</p> <p>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.</p>	10%

<p>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.</p> <p>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.</p>	
<p>Test</p> <p>Tests typically consist of multiple choice questions, and questions requiring short and extended answers.</p> <p>This assessment type is conducted in supervised classroom settings.</p>	<p>20%</p>
<p>Examination</p> <p>Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.</p>	<p>50%</p>

CHEMISTRY ATAR

Unit 3

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

Unit 4

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

School Based Assessment

Type of assessment	Weighting
<p>Science inquiry</p> <p>Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting data; and communicating findings.</p> <p>Practical</p> <p>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.</p> <p>Investigation</p> <p>Investigations are more extensive activities, which can include experimental testing; chemical analyses; and comprehensive scientific reports.</p> <p>The assessed component of tasks of these types should be conducted in a supervised classroom setting.</p> <p>Students must complete at least one investigation over the year/pair of units.</p>	20%
<p>Extended response</p> <p>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</p>	10%

<p>conclusions by considering the quality of available evidence; and using reasoning to construct scientific arguments.</p> <p>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.</p> <p>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.</p>	
<p>Test</p> <p>Tests typically consist of multiple choice questions, and questions requiring short and extended answers.</p> <p>This assessment type is conducted in supervised classroom settings.</p>	20%
<p>Examination</p> <p>Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.</p>	50%

DANCE ATAR

Unit 3 – Australian Dance

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

Unit 4 – Innovation in Dance

This unit focuses on the development of choreographic ideas to create unique dance work with personal style. The students critically analyse and evaluate the relationships between dance works, audiences and contexts.

Assessment Table

Type of assessment	Weighting
<p>Performance/production</p> <p>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 and performance qualities in a range of performance contexts.</p>	40%
<p>Examination</p> <p>Practical</p> <p>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.</p>	20%
<p>Examination</p> <p>Written</p> <p>Typically conducted at the end of semester and/or unit and reflecting the written examination design brief for this syllabus.</p>	15%
<p>Response</p> <p>Response to analysis and evaluation of own or others' dance works. Research work in which students plan, conduct and communicate case studies.</p>	25%

Assessment Outline

Assessment Type	Assessment Task	Weighting
Performance/ Production	Demonstration of contemporary technique and skills: Perform complex exercises and extended sequences in the contemporary genre demonstrating elevation, floor work, standing work, travelling, turning, correct execution and control of technique and skills, and alignment and placement of body.	5%
Performance/ Production	Group choreography: Plan, choreograph and present a group dance work using the elements of dance, choreograph devices and genre-specific performance skills demonstrating how Australian social, political or social factors can shape dance.	15%
Performance/ Production	Application of technique and skills: Apply hip hop technique and skills in a teacher choreographed dance demonstrating correct execution and control in hip hop, 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.	10%
Performance/ Production	Original solo choreography: Plan, choreograph and perform an original solo in the student's choice of genre.	10%
Practical Performance Examination	Practical Examinations: Conducted at the end of each semester. Perform original solo choreography, set solo and structured improvisation tasks under examination conditions.	20%
Response	Australian dance case study: Within the focus of Australian dance, students will conduct one case study on an Australian dance company or choreographer. The case study will investigate a dance work and the influences of historical, cultural and social contexts. To be completed as an in-class timed response.	12.5%
Response	Innovation in dance case study: Students will conduct one case study on a dance company or choreographer. The case study will investigate their contribution to dance as an art form, related dance works, and the historical, cultural and social contexts. 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 studied as part of the course.	15%

N.B. Due to the curriculum update of the SCSA Dance curriculum, the assessment outline is subject to change for the commencement of the 2026 school year.

DRAMA ATAR

Unit 3

Unit description

This unit focuses on the realisation of drama text, context, forms and styles through the application of a selected approach.

Within the focus of Unit 3, students must investigate the approach of one of the following:

- Anne Bogart and Tina Landau
- Uta Hagen
- Robert Cohen
- David Mamet
- Maria Knebel and Sharon Marie Carnicke
- Rudolf Laban.
- The investigation must include:
 - the background
 - the ideology
 - the application of the approach (psychological and/or physical) in rehearsal and/or performance.

Unit 4

Unit description

This unit focuses the approach to and interpretation of drama texts, contexts, forms and styles.

Within the focus of Unit 4, students must investigate the approach of one of the following:

- Antonin Artaud
- Frantic Assembly
- Steven Berkoff
- Jacques Lecoq
- Jerzy Grotowski
- Complicité

The investigation must include:

- the background
- the ideology
- the application of the approach (psychological and/or physical) in rehearsal and performance.

School Based Assessment

Type of assessment	Weighting	To SCISA
<p>Performance/production</p> <p>Researching drama in different contexts to support making drama; applying an understanding of drama in improvised, devised and scripted drama, including Set texts and monologues. Developing drama as an Actor, Director, Designer (either costume, lighting, set or sound); applying drama skills, elements, processes and approaches.</p>	30%	100%
<p>Examination</p> <ul style="list-style-type: none"> Practical <p>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.</p>	20%	Practical
<p>Examination</p> <ul style="list-style-type: none"> Written <p>Typically conducted at the end of semester and/or unit and reflecting the written examination design brief for this syllabus.</p>	20%	100%
<p>Response</p> <p>Response to analysis and evaluation of own or others' drama works. Planning, presenting and justifying approaches to drama texts in performance.</p>	30%	Written

ENGLISH ATAR

Unit 3

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

Unit 4

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

School Based Assessment

Type of assessment	Weighting
<p>Responding</p> <p>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.</p> <p>Students can respond in a range of text forms including fiction and non-fiction, media texts, multimodal and digital texts.</p>	<p>35%</p>
<p>Creating</p> <p>Students create sustained imaginative, interpretive and persuasive texts in a range of modes for a variety of purposes and audiences.</p> <p>Students can create a range of text forms including fiction and non-fiction, media texts, multimodal and digital texts.</p>	<p>35%</p>

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.

30%

GEOGRAPHY ATAR

Unit 3 – Global environmental change

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

The Earth's surface is constantly changing and all environments are, to a greater or lesser extent, being modified by human activity. Students examine the processes causing change in land cover. The scale at which these processes are occurring is so extensive that very few truly 'natural' environments still exist and most are now, to some degree, anthropogenic in nature. Human action has altered local and regional climates and hydrology, damaged ecosystem services, contributed to the loss of biodiversity and altered soils.

This unit begins with an overview of land cover change drawn from different regions and countries. Two depth studies provide for a more focused and detailed way of teaching and learning. The first study focuses on the interrelationship between land cover and either global climate change or biodiversity loss. The second study focuses on how the impacts of land cover change are being addressed and evaluated.

In undertaking these depth studies, students develop an understanding of the use and application of geographical inquiry, tools such as spatial technologies, fieldwork and other skills, to investigate human–environment systems.

Unit 4 – Planning sustainable places

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

Urban planning involves a range of stakeholders who contribute to decision making and the planning process. Students examine how governments, planners, communities and interest groups attempt to address these challenges in order to ensure that places are sustainable. They also investigate the ways in which geographical knowledge and skills can be applied to identify and address these challenges. The present and future needs of society are addressed by the allocation and reallocation

of land uses, improving infrastructure and transport systems and enhancing amenities to meet the needs of the population as perceived by the different perspectives of the various stakeholders.

The unit begins with a global scale overview of the process of urbanisation and its consequences. Urbanisation not only affects the rate of world population growth, it has created a range of challenges for urban and rural places. The interconnected challenges faced in places, and other matters related to liveability, are a focus of this unit.

Two depth studies provide for a more focused and detailed way of teaching and learning. The first study focuses on challenges in metropolitan Perth in Western Australia. The second study focuses on challenges faced in a megacity – New York City. Students examine the concepts, processes and roles of planning in these selected contexts. This approach enables students to also develop an understanding of the challenges in two urban places.

In undertaking these depth studies, students will use and apply geographical tools, such as spatial technologies and skills, to investigate the sustainability of places.

School based assessment

Type of assessment	Weighting
<p>Geographical inquiry/Fieldwork</p> <p>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.</p> <p>Formats can include: assignment, research/fieldwork booklet, report, in-class validation and/or a combination of these.</p>	20%
<p>Response/Practical skills</p> <p>Questions can require students to respond to stimulus material and/or include the application of practical skills.</p> <p>Formats can include: map interpretation, data analysis, multiple-choice questions, short responses, sectionalised extended responses, extended responses and/or a combination of these.</p> <p>Typically these tasks are administered under test conditions.</p>	40%
<p>Examination</p> <p>Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.</p>	40%

HEALTH STUDIES ATAR

Unit 3

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

Unit 4

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

School based assessment

Type of assessment	Weighting
<p>Inquiry</p> <p>Students plan, conduct and communicate the findings of a health inquiry.</p> <p>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.</p>	20%
<p>Project</p> <p>Students explore ideas and manage the components of the task.</p> <p>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.</p>	20%
<p>Response</p> <p>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.</p> <p>Evidence can include: tests, in-class essays and/or responses to a specific stimulus.</p>	20%
<p>Examination</p> <p>Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.</p>	40%

HUMAN BIOLOGY ATAR

Unit 3- Homeostasis and disease

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

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

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

Unit 4- Human variation and evolution

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

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

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

School Based Assessment

Type of assessment	Weighting
<p>Science inquiry</p> <p>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.</p> <p>Students must complete at least one investigation over the year/pair of units.</p> <p>Practical</p> <p>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.</p> <p>Investigation</p> <p>Investigations are more extensive activities, which can include experimental testing; conducting surveys; and/or comprehensive scientific reports.</p>	10%
<p>Extended response</p> <p>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/or using reasoning to construct scientific arguments.</p> <p>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.</p>	15%
<p>Test</p> <p>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.</p>	25%
<p>Examination</p> <p>Typically conducted at the end of each semester and/or unit, and reflecting the examination design brief for this syllabus.</p>	50%

ITALIAN SECOND LANGUAGE ATAR

Unit 3

This unit focuses on ***Grazie Italia (Thank you Italy)***. Through the three topics: *Cose italiane* (All things Italian), *La vita italiana* (Italian lifestyle), and *Il Made in Italy nel mondo (Il Made in Italy around the world)*, students extend and refine their communication skills in Italian and gain a broader and deeper understanding of the language and culture.

Unit 4

This unit focuses on ***Ieri, oggi e domani (Yesterday, today and tomorrow)***. Through the three topics: *Riflettiamo sulla vita e pensiamo al futuro* (Reflecting on my life and planning my future), *I problemi dei giovani oggi* (Youth issues), and *I problemi ambientali* (Environmental issues), students extend and refine their communication skills in Italian and gain a broader and deeper understanding of the language and culture.

School Based Assessment

Assessment table practical component

Type of assessment	Weighting	To SCSA	Weighting for combined mark
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.	50%	100%	30%
Practical (oral) examination Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.	50%		

Assessment table written component

Type of assessment	Weighting	To SCSA	Weighting for combined mark
<p>Response: Listening</p> <p>Comprehension and interpretation of, and response in English to, a range of Italian spoken texts, such as interviews, announcements, conversations and/or discussions.</p> <p>Typically these tasks are administered under test conditions.</p>	15%	100%	70%
<p>Response: Viewing and reading</p> <p>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.</p> <p>Typically these tasks are administered under test conditions.</p>	15%		
<p>Written communication</p> <p>Production of written texts to express information, ideas, opinions and/or experiences in Italian.</p> <p>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.</p> <p>Typically these tasks are administered under test conditions.</p>	20%		
<p>Written examination</p> <p>Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.</p>	50%		

MATHEMATICS APPLICATIONS ATAR

Unit 3

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

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

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

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

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

Unit 4

This unit has three topics: 'Time series analysis', 'Loans, investments and annuities', and 'Networks and decision mathematics'.

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

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

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

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

School Based Assessment

Type of assessment	Weighting
<p>Response</p> <p>Students apply mathematical knowledge and understanding of concepts and relationships to solve a mix of routine and non-routine questions in practical contexts. Response tasks can include: tests, assignments and multimedia representations.</p>	40%
<p>Investigation</p> <p>Students use the mathematical thinking process and the statistical investigation 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 and statistical investigation process using course-related knowledge and modelling skills.</p> <p>It is recommended that at least one investigation/project should involve application of the statistical investigation process.</p> <p>Evidence can include observation and interview, written work or multimedia presentations.</p>	20%
<p>Examination</p> <p>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.</p> <p>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.</p> <p>Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.</p>	40%

MATHEMATICS METHODS ATAR

Unit 3

Contains the three topics:

- Further differentiation and applications
- Integrals
- Discrete random variables.

The study of calculus continues by introducing the derivatives of exponential and trigonometric functions and their applications, as well as some basic differentiation techniques and the concept of a second derivative, its meaning and applications. The aim is to demonstrate to students the beauty and power of calculus and the breadth of its applications. The unit includes integration, both as a process that reverses differentiation and as a way of calculating areas. The fundamental theorem of calculus as a link between differentiation and integration is emphasised. Discrete random variables are introduced, together with their uses in modelling random processes involving chance and variation. The purpose here is to develop a framework for statistical inference.

Unit 4

Contains the three topics:

- The logarithmic function
- Continuous random variables and the normal distribution
- Interval estimates for proportions.

The logarithmic function and its derivative are studied. Continuous random variables are introduced and their applications examined. Probabilities associated with continuous distributions are calculated using definite integrals. In this unit, students are introduced to one of the most important parts of statistics, namely, statistical inference, where the goal is to estimate an unknown parameter associated with a population using a sample of that population. In this unit, inference is restricted to estimating proportions in two-outcome populations. Students will already be familiar with many examples of these types of populations.

School Based Assessment

Type of assessment	Weighting
<p>Response</p> <p>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.</p>	40%
<p>Investigation</p> <p>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.</p> <p>Evidence can include: observation and interview, written work or multimedia presentations.</p>	20%
<p>Examination</p> <p>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.</p> <p>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 and reflecting the examination design brief for this syllabus.</p>	40%

MATHEMATICS SPECIALIST ATAR

Unit 3

This unit contains the three topics:

- Complex numbers
- Functions and sketching graphs
- Vectors in three dimensions

The Cartesian form of complex numbers was introduced in Unit 2, and in Unit 3, the study of complex numbers is extended to the polar form. The study of functions and techniques of calculus begun in the Mathematics Methods ATAR course is extended and utilised in the sketching of graphs and the solution of problems involving integration. The study of vectors begun in Unit 1, which focused on vectors in one- and two-dimensional space, is extended in Unit 3 to three-dimensional vectors, vector equations and vector calculus, with the latter building on students' knowledge of calculus from the Mathematics Methods ATAR course. Cartesian and vector equations, together with equations of planes, enables students to solve geometric problems and to solve problems involving motion in three-dimensional space.

Unit 4

This unit contains the three topics:

- Integration and applications of integration
- Rates of change and differential equations
- Statistical inference

In this unit, the study of differentiation and integration of functions is continued, and the techniques developed from this and previous topics in calculus are applied to the area of simple differential equations, in particular in biology and kinematics. These topics serve to demonstrate the applicability of the mathematics learnt throughout this course. Also in this unit, all of the students' previous experience in statistics is drawn together in the study of the distribution of sample means. This is a topic that demonstrates the utility and power of statistics.

School Based Assessment

Type of assessment	Weighting
<p>Response</p> <p>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.</p>	40%
<p>Investigation</p> <p>Students use the mathematical thinking process and the statistical investigation 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 and statistical investigation process using course-related knowledge and modelling skills.</p> <p>It is recommended that at least one investigation/project should involve application of the statistical investigation process.</p> <p>Evidence can include observation and interview, written work or multimedia presentations.</p>	20%
<p>Examination</p> <p>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.</p> <p>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.</p> <p>Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.</p>	40%

MODERN HISTORY ATAR

Unit 3 – Modern nations in the 20th century

This unit examines the characteristics of modern nations in the 20th century; the crises that confronted nations, their responses to these crises and the different paths nations have taken to fulfil their goals. Students study the characteristics of **one** nation. Students investigate crises that challenged the stability of government, the path of development that was taken and the social, economic and political order that was either established or maintained. Students examine the ways in which the nation dealt with internal divisions and external threats. They emerge with a deeper understanding of the character of a modern nation.

The key conceptual understandings covered in this unit are the reliability and usefulness of evidence; cause and effect; continuity and change; significance; empathy; and changing representations and interpretations.

Unit 4 - The modern world since 1945

This unit examines some significant and distinctive features of the modern world within the period 1945–2001 in order to build students’ understanding of the contemporary world – that is, why we are here at this point in time. These include changes to the nature of the world order: shifting international tensions, alliances and power blocs; the emergence of Asia as a significant international political and economic force, and the nature of engagement by and with Australia; the nature of various conflicts and regional and international attempts to create peace and security. Students study one of these features. As part of their study, they should follow and make relevant connections with contemporary events.

The key conceptual understandings covered in this unit are: causation; continuity and change; historical significance and changing perspectives and interpretations of the past.

School based assessment

Type of assessment	Weighting
<p>Historical inquiry</p> <p>Students use relevant historical skills to plan, conduct and communicate an inquiry related to the elective they are studying.</p> <p>The final assessment must be an in-class validation administered under test conditions.</p> <p>Typically, one historical inquiry is completed for each unit.</p>	20%

<p>Explanation</p> <p>Students respond in the form of an essay 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.</p> <p>Explanation tasks must be administered under test conditions.</p>	<p>20%</p>
<p>Source analysis</p> <p>Students work with a number of sources using interpretation, analysis, evaluation and/or synthesis. Questions typically require students to use evidence from the sources when commenting on: message; origin, purpose and context; reliability and usefulness of the evidence; perspective; and relevance to the context.</p> <p>Typically, the teacher selects the sources and provides the questions.</p> <p>Source material can include: photographs, cartoons, paintings, graphs, government papers, extracts from newspaper articles, letters, diaries, literary sources, and/or secondary sources.</p> <p>Source analysis tasks must be administered under test conditions.</p>	<p>20%</p>
<p>Examination</p> <p>Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.</p>	<p>40%</p>

PHYSICAL EDUCATION STUDIES ATAR

Unit 3

The focus of this unit is to extend student understanding of acquired functional anatomy and exercise physiology.

Unit 4

The focus of this unit is to extend student understanding of acquired biomechanical, psychological and motor learning and coaching concepts to evaluate their own and others' performance.

School based assessment

Assessment table practical component – Year 12

Type of assessment	Weighting	To SCSA	Weighting for combined mark
Practical (performance) examination Typically conducted at the end of semester and/or unit and reflecting the practical examination design brief for this syllabus. Students demonstrate their ability to adapt and adjust skills and tactics in one or two sports 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 of the course.	100%	100%	30%

Assessment table written component – Year 12

Type of assessment	Weighting	To SCSA	Weighting for combined mark
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.	15%	100%	70%

Response Students analyse and respond to questions, stimuli or prompts. Evidence can include: topic tests, summaries, essays and/or oral presentations.	30%		
Written examination Typically conducted at the end of each semester and/or unit and reflecting the written examination design brief for this syllabus.	55%		

PHYSICS ATAR

Unit 3

In this unit, students develop a deeper understanding of motion and its causes by using Newton's Laws of Motion and the gravitational field model to analyse motion on inclined planes, the motion of projectiles, and satellite motion. They investigate electromagnetic interactions and apply this knowledge to understand the operation of direct current motors, direct current (DC) and alternating current (AC) generators, transformers, and AC power distribution systems. Students also investigate the production of electromagnetic waves.

Unit 4

In this unit, students examine observations of relative motion, light and matter that could not be explained by existing theories, and investigate how the shortcomings of existing theories led to the development of the special theory of relativity and the quantum theory of light and matter. Students evaluate the contribution of the quantum theory of light to the development of the quantum theory of the atom, and examine the Standard Model of particle physics and the Big Bang theory.

School Based Assessment

Type of assessment	Weighting
<p>Science Inquiry</p> <p>There must be at least one experiment, one investigation and one evaluation and analysis completed in this pair of units. Appropriate strategies should be used to authenticate student achievement on an out-of-class assessment task.</p> <p>Experiment</p> <p>Practical tasks designed to develop or assess a range of laboratory related skills and conceptual understanding of physics principles, and skills associated with representing data; organising and analysing data to identify trends and relationships; recognising error, uncertainty and limitations in data; and selecting, synthesising and using evidence to construct and justify conclusions. Tasks can take the form of practical skills tasks, laboratory reports and short in-class tests to validate the knowledge gained.</p> <p>Investigation</p> <p>Activities in which ideas, predictions or hypotheses are tested and conclusions are drawn in response to a question or problem. Investigations can involve experimental testing, field work, locating and using information sources, conducting surveys, and using modelling and simulations.</p> <p>Assessment tasks can take the form of an experimental design brief, a formal investigation report requiring qualitative and/or quantitative analysis of the data</p>	20%

<p>and evaluation of physical information, or exercises requiring qualitative and/or quantitative analysis of second-hand data.</p> <p>Evaluation and analysis</p> <p>Involves interpreting a range of scientific and media texts; evaluating processes, claims and conclusions by considering the accuracy and precision of available evidence; and using reasoning to construct scientific arguments.</p> <p>Assessment tasks can take the form of answers to specific questions based on individual research; exercises requiring analysis; and interpretation and evaluation of physics information in scientific and media texts.</p>	
<p>Test</p> <p>Tests typically consist of questions requiring short answers, extended answers and problem-solving.</p> <p>This assessment type is conducted in supervised classroom settings</p>	<p>30%</p>
<p>Examination</p> <p>Examinations require students to demonstrate use of terminology, understanding and application of concepts and knowledge of factual information. It is expected that questions would allow students to respond at their highest level of understanding.</p> <p>Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus. This assessment type is conducted in supervised classroom settings.</p>	<p>50%</p>

GENERAL COURSES

CAREERS AND EMPLOYABILITY GENERAL

Unit 3

The focus of this unit is on adopting a proactive approach to securing and maintaining work.

Students learn how to access and interpret labour market information. They will build capacity to recognise growth industries, which can provide insights into enhanced career prospects.

Students explore how societal needs and economic conditions influence the availability of employment. They will gain an understanding of the growing need for individuals to remain agile and flexible to enable effective participation in the world of work.

Students develop capabilities and resources to secure work. This includes utilising work search tools and techniques to locate job opportunities. They will explore and apply a range of strategies to navigate through the job application process.

Unit 4

The focus of this unit is on successful workplace participation.

Employee involvement in decision-making processes is encouraged by many organisations. The aim is to achieve positive outcomes for productivity, improved job satisfaction and reduced workplace conflict. Students refine problem-solving, collaboration and critical thinking skills that can be applied during these processes.

Individuals may need to manage multiple careers in their lifetime. A commitment to lifelong learning is essential for continued engagement and advancement in the workforce. Students gain an understanding of the benefits of participating in lifelong learning.

Students learn to build resilience and the capacity to adapt to the changing nature of work. They will develop strategies for responding to circumstances that may impact their wellbeing, mental and/or physical health.

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 12

Type of assessment	Weighting
<p>Investigation</p> <p>Students plan, conduct and communicate the findings of an investigation relating to the unit content. This could include one or more of the following:</p> <p>megatrends</p> <p>workplace legislation</p> <p>grievance procedures and processes</p> <p>Students can work individually and/or in groups.</p> <p>Formats could include: a written report, oral or multimedia presentation, infographic, pamphlet or a combination of these.</p>	45%
<p>Job application and interview</p> <p>Students locate a job advertisement which aligns with their skills, attributes, interests and knowledge.</p> <p>Students are required to prepare a job application in response to the job advertisement. The application must include a cover letter, addressing the specified selection criteria, and any other documents specified in the advertisement, for example, a résumé.</p>	20%

<p>Students are also required to participate in a job interview. This can be in a face-to-face or one-way video format.</p> <p>Students should apply the SAO (situation, action, outcome), STAR (situation, task, action, result) and/or CAR (context, action, result) technique/s when addressing selection criteria and interview questions.</p>	
<p>Response</p> <p>Students are required to respond to short and/or extended answer questions.</p> <p>Short answer formats can include:</p> <ul style="list-style-type: none"> 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. <p>Extended answer questions can be scaffolded or sectionalised.</p> <p>Stimulus materials can be used, including extracts from documents, articles or journals; infographics; cartoons; graphs and data tables; case studies; or multimedia sources.</p> <p>Typically, these tasks are administered under test conditions.</p>	20%
<p>Externally set task</p> <p>A written task or item or set of items of 50 minutes duration developed by the School Curriculum and Standards Authority and administered by the school.</p>	15%

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

CHILDREN, FAMILY AND THE COMMUNITY GENERAL

Unit 3

In this unit, students investigate the principles of development and how these relate to the domains and theories of development.

Students examine and evaluate the features of products, services and systems for individuals and families. They examine the diverse and dynamic nature of families in Australia. They recognise and acknowledge cultural diversity, and inequity and injustice issues.

Students develop effective self-management and interpersonal skills to recognise and enhance personal relationships, enabling them to take active roles in society.

Unit 4

In this unit, students examine the effect on an individual's development and wellbeing in a society characterised by rapid change. They explore contemporary Australian issues or trends relating to families and communities at the state and national level and are introduced to a range of advocacy types.

Students examine developmental theories and their influence on cognitive development.

Students use effective self-management and interpersonal skills when developing or assessing products, processes, services, systems or environments.

Assessment table – Year 12

Type of assessment	Weighting
<p>Investigation</p> <p>Directed research in which students plan, conduct and communicate an investigation.</p> <p>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.</p> <p>Evidence can include: observation checklists, evaluation tools (self or peer), journal, practical activities to gather information or test concepts, and/or multimedia presentations.</p>	<p>25%</p>

<p>Production</p> <p>A production project in which students explore ideas, design and produce a product, process, service, system or environment for individuals, families or communities.</p> <p>Students communicate and interact with individuals and groups in a practical way.</p> <p>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.</p>	<p>50%</p>
<p>Response</p> <p>Students make responses advocating on issues related to children, family and the community.</p> <p>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.</p> <p>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.</p>	<p>10%</p>
<p>Externally set task</p> <p>A written task or item or set of items of 50 minutes duration developed by the School Curriculum and Standards Authority and administered by the school.</p>	<p>15%</p>

DRAMA GENERAL

Unit 3

Unit description

The focus for this unit is **representational, realist drama**. Students explore techniques of characterisation through different approaches to group based text interpretation, particularly those based on the work of Stanislavski and others. In this unit, students have the opportunity to research and collaboratively workshop, interpret, perform and produce texts in forms and styles related to representational, realistic drama that educate and present perspectives.

Unit 4

Unit description

The focus of this unit is **presentational, non-realist drama**. Students explore techniques of role and/or character through different approaches to group based text interpretation, particularly those based on the work of Brecht and others. In this unit, students have the opportunity to research and collaboratively workshop, interpret and perform drama texts related to presentational, non-realistic drama that challenge and question perspectives.

School Based Assessment

Type of assessment	Weighting
<p>Performance/production</p> <p>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.</p>	55%
<p>Response</p> <p>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.</p>	30%
<p>Externally set task</p> <p>A written task or item or set of items of 50 minutes duration developed by the School Curriculum and Standards Authority and administered by the school.</p>	15%

ENGLISH GENERAL

Unit 3

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

Students:

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

Learning outcomes

- By the end of this unit, students:
- examine the ways that perspectives are presented in a range of texts
- understand how language choices influence specific audiences
- create oral, written and multimodal texts that convey a perspective.

Unit 4

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

Students:

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

Learning outcomes

- By the end of this unit, students:
- investigate the way language is used to present issues and attitudes
- understand ways in which language is used to influence and engage different audiences
- create oral, written and multimodal texts that communicate ideas and perspectives on issues and events.

Assessment table – Year 12

Type of assessment	Weighting
<p>Responding</p> <p>Students respond to a variety of written, spoken, digital and multimodal texts.</p> <p>Students can respond in a range of text forms, including fiction and non-fiction, media texts, multimodal and digital texts.</p>	40%
<p>Creating</p> <p>Students create imaginative, interpretive and persuasive texts in a range of modes for a variety of purposes and audiences.</p> <p>Students can create a range of text forms, including fiction and non-fiction, media texts, multimodal and digital texts.</p>	45%
<p>Externally set task</p> <p>A written task or item or set of items of 50 minutes duration developed by the School Curriculum and Standards Authority and administered by the school.</p>	15%

FOOD, SCIENCE AND TECHNOLOGY GENERAL

Unit 3

This unit explores the societal, lifestyle and economic issues that influence food choices. Students research the effect of under-consumption and over-consumption of nutrients on health and investigate a range of diet-related health conditions that affect individuals and families.

Using scientific methods, students examine the functional properties that determine the performance of food and apply these in the planning and preparation of food products and processing systems.

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

Unit 4

This unit focuses on food spoilage and contamination and explores reasons for preserving food. Students investigate food processing techniques and the principles of food preservation. They examine the regulations which determine the way food is packaged, labelled and stored and how the principles of the Hazard Analysis Critical Control Point (HACCP) system are administered and implemented to guide the production and provision of safe food.

Students investigate the food supply chain and value-adding techniques applied to food to meet consumer and producer requirements. Food choices are often determined by location, income, supply and demand and the environmental impact of food provision. Students examine influences on the nutritional wellbeing of individuals that arise from lifestyle and cultural traditions. They implement principles of dietary planning and adapt recipes and processing techniques when considering specific nutritional needs of demographic groups.

Students apply the technology process to address a product proposal and produce a preserved food product. They justify the equipment, resources and processing techniques used, and evaluate sensory properties. Students show the use of the preserved food product in another food product.

Assessment table – Year 12

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	30%

<p>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.</p> <p>Other evidence can include: practical investigations, investigation plans, self or peer evaluations and/or journal reflections.</p>	
<p>Production</p> <p>A production project in which students explore ideas, design products and/or implement production processes.</p> <p>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.</p> <p>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.</p>	40%
<p>Response</p> <p>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.</p> <p>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.</p> <p>Other evidence can include: situation analysis exercises, observation records and checklists, journal entries and/or self, peer or target group evaluations.</p>	15%
<p>Externally set task</p> <p>A written task or item or set of items of 50 minutes duration developed by the School Curriculum and Standards Authority and administered by the school.</p>	15%

HEALTH STUDIES GENERAL

Unit 3

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

Unit 4

This unit focuses on the impact of health determinants on personal and community health. The concept of community development and the importance of participation and empowerment is introduced. Students learn about how chronic conditions are defined in the National Strategic Framework. The use of social marketing in health is explored and students are introduced to emotional intelligence as a mechanism for perceiving, controlling and evaluating emotions. Students continue to refine inquiry skills as they address relevant issues and produce insightful and well-researched reports.

School based assessment

Type of assessment	Weighting
<p>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.</p>	20%
<p>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.</p>	40%
<p>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.</p>	25%
<p>Externally set task A written task or item, or set of items, of 50 minutes duration, developed by the School Curriculum and Standards Authority and administered by the school.</p>	15%

HUMAN BIOLOGY GENERAL

Unit 3

The focus for this unit is on the reproductive choices that people make for personal reproductive health and the delivery of a healthy baby.

Offspring show features of both parents which result from new chromosomal combinations. Reproductive systems are specialised to produce differentiated gametes and ensure the chances of successful fertilisation and implantation. The healthy development of the embryo and foetus can be monitored and options are available for the safe delivery of the baby. Lifestyle choices can impact an individual's sexual health and their fertility may require the use of reproductive technologies.

Students apply their knowledge to construct a DNA model and demonstrate cell division processes. They analyse and evaluate the various contraceptive methods, assisted reproductive technologies and delivery methods in terms of risks, effectiveness and personal circumstances. Students are encouraged to use information and communication technology to interpret data and communicate their findings in a variety of ways.

Unit 4

The focus of this unit is on the immune system's response to infection and explores the importance of coordinated community and global responses for the prevention and control of infectious disease transmission.

Infectious diseases are caused by pathogens that are transmitted between individuals. The immune system coordinates different level of responses when encountering pathogens, and can be assisted with the use of medications and antimicrobials. There are many factors that contribute to the spread of infectious disease that need to be considered in order to predict, monitor and manage outbreaks.

Students investigate hygiene practices and disease transmission using practical activities or simulations. They explore the transmission of diseases using second-hand data from a historical perspective and recent epidemics and pandemics. They consider how data is used to inform decisions related to disease prevention and control. They are encouraged to use information and communication technology to gather and interpret data, and communicate their findings in a variety of ways.

Assessment table – Year 12

Type of assessment	Weighting
<p>Investigation (minimum of 10 hours in class)</p> <p>One extended investigation should be conducted in Unit 4.</p> <p>An investigation follows the scientific method, where students develop their own question to investigate through the collection and analysis of primary data. 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.</p> <p>Planning, safety and group contributions could be monitored via student logbooks/journals, responses to reflection questions, teacher observations and/or peer assessment.</p>	25%
<p>Project (minimum of 5 hours in class per unit)</p> <p>One project should be conducted in each unit and each project should have equal weighting.</p> <p>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.</p> <p>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.</p>	30%
<p>Practical assessment (maximum of 1 hour in class per unit)</p> <p>One practical assessment should be conducted in each unit and each practical assessment should have equal weighting.</p> <p>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.</p> <p>Students will demonstrate their ability to manipulate apparatus, take accurate readings and work safely.</p>	10%
<p>Supervised written assessment (maximum of 1 hour in class per unit)</p> <p>One supervised written assessment should be conducted in each unit and each supervised written assessment should have equal weighting.</p> <p>A supervised written assessment contains one or more items. The items might be in response to stimulus materials, which may be seen or unseen, or questions which should be unseen prior to the administration of the assessment.</p> <p>Items may include:</p> <ul style="list-style-type: none"> • Short answer questions requiring students to provide single word, sentence or short paragraph responses; construct, use, interpret or analyse primary or secondary data, graphs, tables or diagrams; and/or perform mathematical calculations. 	20%

<ul style="list-style-type: none"> • Extended answer questions requiring students to provide responses making connections, drawing conclusions, constructing arguments, analysing and/or evaluating information. The responses may incorporate labelled diagrams or tables with explanatory notes. 	
<p>Externally set task (50 minutes in class) A written task or item or set of items developed by the School Curriculum and Standards Authority and administered by the school. The emphasis of this task will be on the Scientific Method and Scientific Literacy content, with Unit 3 Science Understanding content providing the context for questions.</p>	15%

MARINE AND MARITIME STUDIES GENERAL

Unit 3

This unit investigates Western Australian marine ecosystems, with a focus on estuaries, mangroves, coral reefs and seagrass meadows. Students identify the key species and food webs for each of these ecosystems, and examine adaptations of organisms living in mangrove ecosystems. Environmental and resource management will focus on aquaculture as a solution to declining fish stocks.

Students gain an understanding of maritime studies, including the characteristics of construction materials, design and construction of watercraft, and repair of fibreglass craft. The basic parts of the outboard motor, including features of two-stroke and four-stroke motors, will be studied, as well as features of small craft systems, including bilges, electrical, fuel, mooring lines and anchoring equipment.

Through a practical approach, students gain an understanding of the concepts and safe practices of power boating. Science inquiry skills will be developed through the design process in relation to construction materials used, and variations in design of watercraft. Students will also be involved in practical activities to collect and analyse data related to trip planning, such as weather maps and aquaculture systems.

Unit 4

This unit examines global surface ocean currents, atmospheric circulation systems and the impact of climate change on global sea levels, thermohaline circulation and marine ecosystems. The process of coastal erosion and coastal engineering structures is studied. Students study types of marine tourism activities with a focus on the importance and impacts of ecotourism.

Students gain an understanding of maritime studies, including common forms of construction material protection, and the possible side effects of using these materials. Aspects of small craft maintenance, including the use of a maintenance log, fuel and ignition, cooling system and engine diagnostics, are studied.

Through a practical approach, students gain an understanding of the concepts and safe practices of power boating. Science inquiry skills will be developed through practical activities to collect and analyse data related to coastal erosion and coastal engineering structures, construction material protection, and maintenance of small craft.

Assessment table – Year 12

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	15%

<p>Scientific skills can include: classification exercises; ecosystem surveying techniques, such as transects and quadrats; design and construction of scientific testing/collecting equipment or models and microscope work.</p> <p>Investigations</p> <p>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.</p>	
<p>Practical</p> <p>Practical tasks assess how students perform in a practical activity where they demonstrate specific skills or strategies.</p> <p>Practical tasks can include: trip planning, certificates of operation and certificates of competency, distress signals, safety briefings.</p> <p>Assessment can take the form of direct observation and judgement of student's performance as they demonstrate a skill.</p>	40%
<p>Extended response</p> <p>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.</p> <p>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.</p>	10%
<p>Test</p> <p>Tests typically consist of multiple-choice questions and questions requiring short and extended answers.</p> <p>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.</p>	20%
<p>Externally set task</p> <p>A written task or item or set of items of 50 minutes duration developed by the School Curriculum and Standards Authority and administered by the school.</p>	15%

MATHEMATICS ESSENTIAL GENERAL

Unit 3

This unit provides students with the mathematical skills and understanding to solve problems related to measurement, scales, plans and models, drawing and interpreting graphs and data collection. Students use the mathematical thinking process and apply the statistical investigation process. Teachers are encouraged to apply the content of the four topics in this unit: Measurement; Scales, plans and models; Graphs in practical situations; and Data collection, in a context which is meaningful and of interest to the students. A variety of approaches could be used to achieve this purpose. Possible contexts for this unit are Construction and design, and Medicine.

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

This unit includes the following four topics:

- Measurement
- Scales, plans and models
- Graphs in practical situations
- Data collection

Unit 4

This unit provides students with the mathematical skills and understanding to solve problems related to probability, earth geometry and time zones, loans and compound interest. Students use the mathematical thinking process and apply the statistical investigation process to solve problems involving probability. Teachers are advised to apply the content of the three topics in this unit: Probability and relative frequencies; Earth geometry and time zones; and Loans and compound interest, in a context which is meaningful and of interest to the students. Possible contexts for this unit are Finance, and Travel.

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

This unit includes the following three topics:

- Probability and relative frequencies
- Earth geometry and time zones
- Loans and compound interest

Assessment table – Year 12

Type of assessment	Weighting
<p>Response</p> <p>Students apply mathematical knowledge and understanding of concepts and relationships to solve a mix of routine and non-routine questions in real-life contexts.</p> <p>Response tasks can include: tests, assignments and multimedia representations.</p>	40%
<p>Practical applications (included in both Unit 3 and Unit 4)</p> <p>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.</p> <p>Evidence should include data and information sources, mathematical strategies/calculations and a written solution or conclusion.</p> <p>Evidence forms can include: written work, observation checklists, spreadsheets, pictures, diagrams, tables or graphs, media, photographs, video and/or models created by the student.</p> <p>Statistical investigation process</p> <p>Students apply the statistical investigation process to solve real-world problems in Unit 3 and with a focus on probability for Unit 4.</p> <p>Evidence should include data collection, information sources, statistical/probability analysis and a written conclusion.</p> <p>Evidence forms can include: written work, spreadsheets, tables and graphs.</p> <p>Note: Tasks can be of short or long duration.</p> <p>While these assessment tasks may require scaffolding, eventually responsibility is given to the student to select and use appropriate mathematics/statistics.</p>	45%
<p>Externally set task</p> <p>A written task or item or set of items of 50 minutes duration developed by the School Curriculum and Standards Authority and administered by the school.</p>	15%

OUTDOOR EDUCATION GENERAL

Unit 3

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

Unit 4

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

School based assessment

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.	15%
Performance in outdoor adventure 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%

<p>Expedition skills</p> <p>Students apply skills and strategies while on expedition.</p> <p>Evidence is collected through direct observation, or the use of video and/or photographs.</p>	<p>20%</p>
<p>Response</p> <p>Students analyse and respond to stimuli or prompts.</p> <p>Evidence can include: reflections, logbooks, journals, tests, summaries and/or essays.</p>	<p>20%</p>
<p>Externally set task</p> <p>A written task or item or set of items of 50 minutes duration developed by the School Curriculum and Standards Authority and administered by the school.</p>	<p>15%</p>

PHYSICAL EDUCATION STUDIES GENERAL

Unit 3

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

Unit 4

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

School based assessment

Type of assessment	Weighting
<p>Practical (performance)</p> <p>Students demonstrate their ability to adapt and adjust skills and tactics in the sport(s) studied at school while performing within a competitive situation.</p> <p>The assessment must be completed by the teacher and conducted within the school environment within the nominal hours for the course.</p> <p>Evidence can include: direct observation, checklists, and the use of video.</p>	50%
<p>Investigation</p> <p>Students plan and conduct research and communicate their findings.</p> <p>Investigation findings can be communicated in any appropriate form, including: written (journals, training diaries, essays and laboratory reports), oral and/or video.</p>	15%
<p>Response</p> <p>Students analyse and respond to questions, stimuli or prompts.</p> <p>Student responses can be written (topic tests, summaries, essays) and/or oral.</p>	20%
<p>Externally set task</p> <p>A written task or item or set of items of 50 minutes duration developed by the School Curriculum and Standards Authority and administered by the school.</p>	15%

VISUAL ARTS GENERAL

Unit 3

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

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

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

Unit 4

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

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

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

School Based Assessment

Type of assessment	Weighting
<p>Production</p> <p>A body of work that incorporates resolved artwork(s) and documentation of thinking and working practices.</p> <p>This typically involves:</p> <ul style="list-style-type: none"> • 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) <p>evaluating and refining production processes (reflection).</p>	65%
<p>Analysis</p> <p>Response to, analysis and evaluation of artworks sourced from a variety of forms, periods, times and/or cultures.</p> <p>This typically involves:</p> <ul style="list-style-type: none"> • interpretation of meanings <p>commenting on the relationship between the art form's structure, purpose, ideas, issues, beliefs, attitudes, emotions and/or values.</p>	10%
<p>Investigation</p> <p>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.</p>	10%
<p>Externally set task</p> <p>A written task or item or set of items of 50 minutes duration developed by the School Curriculum and Standards Authority and administered by the school.</p>	15%

VOCATIONAL EDUCATION AND TRAINING COURSE DESCRIPTIONS

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), 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.

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 barbecues 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:

- MEM30119 Certificate III in Engineering (Production Systems),
- MEM30422 Certificate III in Engineering (Electronic Trade),
- MEM31922 Certificate III in Engineering (Fabrication Trade),
- MEM30219 Certificate III in Engineering (Mechanical Trade),
- MEM30522 Certificate III in Engineering (Technical),
- MEM31219 Certificate III in Engineering (Industrial Electrician),
- MEM40119 Certificate IV in Engineering
- MEM40422 Certificate IV in Engineering Drafting
- MEM50119 Diploma of Engineering – Advanced Trade
- MEM50222 Diploma of Engineering – Technical

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



The CUA30920 Certificate III in Music course consists of two specialisations.
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.

Music Performance or Creation and Compositions 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

Sound Production Specialisation provides students with the practical skills and knowledge to record, mix and edit sound sources, and operate sound reinforcement equipment for live music events. The program includes core units such as implementing copyright arrangements, performing basic sound editing and developing music industry knowledge. Elective units provide students with the opportunity to learn the essentials of audio engineering and electronic music production.

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.

Examples of job roles applicable to CUA30920 Certificate III in Music (Sound Production) are:

- Sound Engineer
- Musician
- Digital Audio Technician
- Producer
- Performer
- Sound & Lighting Technician
- Broadcaster
- Stage Manger
- Songwriter

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

CERTIFICATE III <i>CUA30920</i> MUSIC UNITS OF COMPETENCY - DELIVERY SEQUENCE 2025	
	YEAR
CUAMPF311 Develop technical skills for musical performances	YEAR 2
CUAMPF212 Incorporate music technology into performances or CUAMPF416 Perform music as a soloist	YEAR 2
CUAIND314 Plan a career in the creative arts industry	YEAR 2
CUAMPF315 Develop and perform musical improvisation	YEAR 2
CUAMPF414 Perform music as part of a group	YEAR 2

CERTIFICATE II IN WORKPLACE SKILLS



The BSB20120 Certificate II in Workplace Skills 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 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

Pathways – 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. Other pathway combinations may apply.

Assessment Types

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

CERTIFICATE II BSB20120

WORKPLACE SKILLS UNITS OF COMPETENCY - DELIVERY SEQUENCE 2024/2025

**Those that did not fully complete the course in 2024, will continue into second year –
 (one year period required, from commencement)**

	YEAR
BSBPEF202 Plan and apply time management	YEAR 1 or YEAR 2
BSBWHS211 Contribute to the health and safety of self and others	YEAR 1
BSBTEC201 Use business software applications	YEAR 1 or YEAR 2
BSBTEC202 Use digital technologies to communicate in a workplace	YEAR 1 or YEAR 2
BSBPEF201 Support personal wellbeing in the workplace	YEAR 1 or YEAR 2
BSBSUS211 Participate in sustainable work practices	YEAR 1 or YEAR 2
BSBTWK301 Use inclusive work practices	YEAR 1 or YEAR 2
BSBTEC303 Create electronic presentations	YEAR 1 or YEAR 2
BSBCMM211 Apply communication skills	YEAR 1 or YEAR 2
BSBOPS201 Work effectively in business environments	YEAR 1 or YEAR 2

CERTIFICATE III IN BUSINESS



The BSB30120 Certificate III in Business 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 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

CAREERLINK PROGRAM

What is CareerLink?

Students aiming to enter TAFE, University, traineeships, apprenticeships or employment need a curriculum which enhances their opportunity to access these destinations. The CareerLink Project is a School-Industry program offering both Workplace Learning and Training Courses.

Students at Swan Valley Anglican Community School are able to access a large range of Vocational Education and Training (VET) Certificates by being part of a cluster of schools, namely the Northern Suburbs Cluster, titled CareerLink. Other schools in the CareerLink cluster include St Mary's, Hale School, St Mark's, Sacred Heart, Carmel College, John Septimus Roe Anglican Community School, St James Anglican Community School, Peter Moyes Anglican Community School and Lake Joondalup Baptist College. Students who choose CareerLink may have students from some of these schools in their VET course.

All courses must attract a viable class size to go ahead.

There is an associated CareerLink cost for work experience and some training courses incur fees.

How CareerLink Operates

Work Experience only

Students spend one day per week in the workplace, generally a Tuesday. They must make their own way to and from their work placement.

Training Courses

CareerLink students are offered a broad range of Vocational Education and Training courses that are nationally accredited, leading to a qualification. Each course is conducted at a specific training campus at a variety of locations.

Students attend one day per week, generally on a Tuesday, with a discrete class from CareerLink member schools. Students receive pastoral care in the new learning environment and progress reports are provided to schools and parents.

The range of courses offered to CareerLink students start at Certificate II level through to a Certificate IV, depending on the industry area.

Students who are successful in achieving Units of Competency towards the completion of a Certificate will be issued with a Statement of Attainment. The nominal hours for each qualification equate to unit equivalents in batches of 55 hours, which count towards Secondary Graduation and listed on the students' WA Certificate of Education.

Benefits of CareerLink

The CareerLink Program benefits students by:

- Developing an understanding of the theory by practical application.
- Enhancing further education, training and employment prospects.
- Assists in Career Planning.
- Providing a realistic understanding of expectations in specific industries.
- Boosting self-esteem, confidence and responsibility.
- Developing an awareness of the link between school, further education and employment.

Application Process for entry into CareerLink Program

Students must **apply** to join CareerLink and **interviews** are conducted at the school. The Deputy Head of Secondary, Teaching and Learning liaises with the School's Careers Coordinator to allocate the student to the appropriate Training Course aligned with the student's career goal.

Starting CareerLink in Year 12

Students can do ATAR or General courses in Year 11 and then change to CareerLink for Year 12.

Certificate II Automotive Vocational Preparation

Certificate III & IV Business (Certificate IV starts Oct 2025)

Certificate III & IV Community Services

Certificate III Early Childhood Education and Care

Certificate III & IV School Based Education Support (Certificate IV starts Oct 2025)

Certificate II Animal Care

Certificate III Fitness

Certificate III Health Services Assistance

Certificate IV Preparation for Health & Nursing Studies

Certificate II Retail Cosmetics

All Certificate IV courses can be entered in Year 12 and do not require that you have done the Cert III previously (although it is recommended).

Does a Certificate IV course get you into university?

Edith Cowan University, Murdoch and Curtin Universities accept a combination of a ***Certificate IV (any type) plus achievement of English competency and WACE achievement as the equivalent ATAR achievement of 70.*** This makes many courses available to students choosing this pathway at university. Students will need to confer with Swan Valley Anglican Community School's Careers Coordinator to check individual universities for their ATAR entry point.

Courses that have a **guaranteed** ATAR of 70, means that as long as a student meets WACE, passes English and gets Certificate IV will definitely get a place at these institutions. If a course has an **indicative, or minimum** ATAR of 70, it is not guaranteed as they will select from the top rank scores downwards. Usually, students will get a spot and hence why they indicate the ATAR as being 70. TISC data from previous years and the cut off scores ended for every course from previous years can be found at www.tisc.edu.au.

Examples of Pathways from courses

Certificate IV Preparation for Health and Nursing Studies can then apply for TAFE Diploma of Nursing and then into Bachelor of Nursing (shortened pathway) or directly into other Allied Health related courses with a 70 ATAR.

Certificate IV Business

Students can apply to a range of courses which accept Certificate IV as entry point. For example, Bachelor of Commerce at ECU, Curtin or Murdoch.

Confirmation of pathway and entrance requirements to be confirmed with respective universities.

ENDORSED PROGRAMS

These programs:

- Will appear on the Western Australian Statement of Student Achievement, also known as the WASSA,
- 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.

Authority Developed Workplace Learning (ADWPL)

Workplace Learning is recognised by the School Curriculum and Standards Authority and students receive credit towards the achievement of WACE (West Australian Certificate of Education), being classified as an Endorsed Program. This component of the program is vital in developing the social capital skills of young people and is offered through CareerLink.

Skills achievement is recorded in the student's CareerLink Logbook which is issued by the School's Careers Coordinator. A minimum of 55 workplace learning hours is required by each student enrolled in CareerLink at Swan Valley Anglican Community School.

Authority Developed Community Service (ADCS)

Community Service is an Authority-developed endorsed program that is managed by individual schools and can be adapted to suit all school contexts and student abilities. This is a 55-hour program in which a student must undertake at least 50 hours of community service and up to five hours of induction and reflection. A student can participate and engage in one or more community service activities to build on knowledge and understanding and develop abilities, skills and/or techniques. Mrs Bushe-Jones the Head of Service Learning oversees the Community Service program.

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

CURTIN UNIVERSITY UNIREADY IN SCHOOLS (URIS) – ALTERNATIVE ENTRY PATHWAY

The UniReady in Schools Program is an academic program designed to prepare Year 12 students for successful entry into higher education. The program offers a pathway into university by providing students with the essential skills and knowledge required for university-level studies, including academic literacy, numeracy, critical thinking, and discipline knowledge concepts and principles.

Students who successfully complete the UniReady in Schools Program will be awarded with a minimum admission criteria of a 70 ATAR and English language proficiency. Students will gain entry into courses that have a guaranteed 70 ATAR as long as the prerequisite requirements and/or selection criteria of the institution are met.

There is an enrolment fee for the URIS program. The anticipated enrolment fee is \$200 and will be incurred by families.

Students are required to complete the following four units:

- Fundamentals of Academic Writing – PWRP0001
- Foundations of Communication – COMS0002
- Mathematics Basics – MATH0003
- Introduction to Commerce – MGMT0001

It is important to note that these units are currently endorsed by the School Curriculum and Standards Authority until 2026.

Assessments

Assessments vary across the four units. Each assessment is heavily moderated by Curtin University to ensure the quality and integrity of the unit. Units will have an exam component (with the exception of Foundations of Communication) along with class-based assessments.

Selection Criteria:

Students must meet specific selection criteria before enrolment:

- Enrolment in at least one Year 12 ATAR course
- The school recommends two ATAR Year 12 courses
- Achievement of a C grade in ATAR English or B grade in General English from Year 11
- Demonstrated positive attitude and strong work ethic during Year 11
- Clear alignment with a university bound pathway