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HARMONY ~ EXCELLENCE

Leeming Senior High School

2027
SENIOR DIRECTORY

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Dear Parents/Guardians,

WELCOME TO THE SUBJECT REQUESTS FOR YEAR 11 IN 2027

Thank you for considering Leeming Senior High School for your child's senior school education. This is a very important time, and decisions need to be carefully considered.

The 2027 Senior Directory will outline the extensive range of courses and qualifications available for request at Leeming Senior High School in 2027. It is extremely important that families fully discuss a student's intentions for Year 11 and 12 and beyond. As you consider the information that is listed within the 2027 Senior Directory, please take into account the following key points:

- The fixed **2027 Course Grid** is located on page 5, with an **ATAR Pathway Guide** on page 6.
- Students must select ONE course or qualification from EACH of the six horizontal gridlines (one from gridline 1, one from gridline 2, one from gridline 3 etc).
- A student who is considering applying for direct university entrance at the end of Year 12 MUST select a minimum of four ATAR courses (five ATAR courses is the recommended maximum).
- Assess the minimum grade prerequisites in considering what course (ATAR or General) or which qualification is academically appropriate for your child – **PREREQUISITES ARE DEFINITIVE**. Any discussions regarding minimum grade prerequisites must be directed in a formalised email request to Nat Simms (Deputy Principal Years 11-12) via natalie.simms@education.wa.edu.au
- Courses are organised into a Year 11 and Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.
- Courses and qualifications will only run with a minimum number of enrolled students.
- A student must have at least one "List A" and one "List B" course ("List A" courses are coloured **BLUE** and "List B" courses are coloured **RED**).
- Certificate II and III qualifications DO NOT count as "List A" or "List B" courses (they are shown in **BLACK**).
- It is recommended that all non-ATAR students select a certificate qualification as a strategy in creating a balanced enrolment (especially for students considering a TAFE enrolment at the end of Year 12).

The school accesses your child's latest report, all secondary school results, teacher recommendations, plus various forms of course and pathway information to assist you in making your final course and qualification requests for the 2027 academic year.

Kind regards

Matthew Paton
Principal
Leeming Senior High School

Melinda Hansen
Deputy Principal
Leeming Senior High School

Damon Atthowe
Deputy Principal
Leeming Senior High School

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2027 COURSE GRID

Please note that the courses listed below are subject to change depending on the number of students who select the course, as well as unforeseen changes to staffing.
Read all the Guidelines to assist with selections below the table before proceeding with the selection.
(C) indicates a Combined class.

GUIDELINES TO ASSIST SELECTIONS:

- You must pick one (1) English Course.
- You must have at least one (1) subject in blue and one (1) subject in red.
- If you are aiming for university, you must pick a minimum of four (4) ATAR courses.
- Due to the context WACE rule – you may only choose one (1) Design Course. (Purple background)
- If you are aiming for further training or employment (TAFE, apprenticeship, etc), please pick at least **one (1) Certificate II course**, but no more than two (2) in total.
  - You cannot pick more than two (2) Certificate Courses.
- Only one Design course can be selected. (in purple box)
- **If you select a Certificate III course, you are unable to pick another Certificate Course.**

***Certificate III Fitness students must be selected on BOTH Line 2 and Line 3 as it is an 8-period-a-week course.**
****Profile Courses require one full day per week. They can be picked on any line. Students selecting a Profile Course will need to catch up on the school subjects missed on the day.**

PROFILE COURSES

Certificate II Community Health ☐ **Line: _____** **Certificate II Electrotechnology** ☐ **Line: _____** **Certificate II Engineering Pathways** ☐ **Line: _____**

	ATAR COURSES						GENERAL COURSES							CERTIFICATE COURSES		
1 10	Maths Methods	Maths Applications	English	Politics & Law	Biology	Japanese Second Language (C)	Maths Essentials	Maths Essentials	Psychology	English	Materials Design & Technology Woodwork	Japanese Second Language (C)				**Profile Courses**
2 9	English	Maths Specialist	Economics	Psychology			English	English	Health Education Studies	Design Technical Graphics	Materials Design & Technology Metalwork			Certificate III Entrepreneurship & New Business	Certificate III Fitness*	**Profile Courses**
3 10	English	Human Biology	Maths Methods	Modern History	French Second Language (C)	Outdoor Education	Dance (C)	Careers & Employability	English	Outdoor Education	Science in Practice	French Second Language (C			Certificate III Fitness*	**Profile Courses**
4 9	Chemistry	Physics	Health Education Studies	Visual Arts (C)			Media Production & Analysis (C)	Visual Arts (C)	Maths Essentials	Automotive Engineering Tech	Food Science & Technology	General Engineering Studies (Mechatronics)	Certificate II Community Services	Certificate II Hospitality		**Profile Courses**
5 11	Chemistry	Physics	Geography	Maths Applications	Drama (C)		Drama (C)	English	Design Graphics	Children, Family & the Community			Certificate II Automotive	Certificate III Screen & Media		**Profile Courses**
6 11	English Literature	Accounting and Finance	Computer Science	Maths Applications	Physical Education Studies		English	Design Photography	Geography	Maths Essentials	Physical Education Studies			Certificate II Music Industry		**Profile Courses**

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YEAR 11 IN 2027 ATAR SUBJECT PATHWAY GUIDE

The subject pathway guide below is for families to assess which Leeming Senior High School ATAR subjects are appropriate to request in 2027.

It is important to note that **all** ATAR courses have prerequisites or conditions to access these courses in Year 11. These prerequisites or conditions are set as a benchmark to ensure success in these courses. To be successful in ATAR courses, students should achieve a minimum B grade in the relevant Learning Area and have achieved Category 3 in OLNA.

Semester One Report Requirements – ATAR only

- **ATAR English** – A or B Grade in English. This will enable students to select ATAR English and/or ATAR English Literature
- **ATAR HASS** - A or B Grade in HASS. This will enable students to select ATAR Geography, Economics, Politics and Law, History, Psychology.
- **ATAR Science** A or B in Science, English and Maths - refer also to the “Science Guide for Families” on page 51 of this Senior Directory for specifics. This will enable students to select ATAR Physics, Biology, Chemistry, Human Biology, Aviation.
- **ATAR Health and Physical Education** - A or B Grade in English and Science. This will enable the selection for ATAR Physical Education Studies and/or Health Studies
- **ATAR Technology and Enterprise** - A or B Grade in English and Maths. This will enable the selection of ATAR Accounting & Finance. A or B Grade in Maths. This will enable the selection of ATAR Computer Science.
- **ATAR Arts** - A or B Grade in English. This will enable selection for ATAR Media or ATAR Visual Arts
- **ATAR Mathematics** - Course selection is dependent on the Year 10 Maths pathway class. 10.1 and 10.4 - Grade A/B in these classes to select ATAR Maths Methods and/or ATAR Maths Specialist

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Chapter 1

VET

Vocational Education and Training

CERTIFICATE III

- **Certificate III Entrepreneurship and New Business BSB30220**
- **Certificate III Fitness 30321**
- **Certificate III Screen and Media CUA31020**

CERTIFICATE II

- **Certificate II Automotive AUR20720**
- **Certificate II Community Health and Wellbeing 52890WA**
- **Certificate II Community Services CHC22015**
- **Certificate II Electrotechnology UEE22020**
- **Certificate II Engineering MEM20413**
- **Certificate II Hospitality SIT20322**
- **Certificate II Music CUA20620**

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Why Choose a VET (Vocational Education & Training) Qualification in Year 11 and 12

For Leeming SHS students, completing a Certificate II and/or III Vocational Education and Training (VET) qualification while still at school offers a practical and flexible pathway to gain an industry qualification. VET qualifications allow students to gain nationally recognised skills and qualifications while completing their senior secondary WACE studies, supporting transitions into employment, further training, or higher education.

Key Benefits for Students

Job-Ready Skills and Real-World Experience

VET qualifications are designed around industry standards and practical competencies. Students develop hands-on skills that directly reflect real workplace practices, making them better prepared for employment and more attractive to employers upon leaving school.

Nationally Recognised Qualifications

VET qualifications are nationally accredited under the Australian Qualifications Framework (AQF). This means students can graduate from school with a qualification or Statement of Attainment that is recognised across Australia, providing portable and valuable credentials.

Strong Pathways to Employment

Many VET qualifications are closely aligned with areas of industry demand in Western Australia. Students gain insight into career options and can move directly into employment or apprenticeships after school.

Contribution Towards WACE Achievement

Successfully completed VET units and qualifications contribute towards the achievement of the Western Australian Certificate of Education (WACE). This provides students with an alternative and complementary pathway to traditional academic courses.

Flexible Learning Pathways

VET allows students to tailor their Year 11/12 educational program to their interests, strengths and career aspirations. This flexibility can increase engagement, motivation and retention for students who prefer applied and skills-based learning.

Head Start on Further Education and Training

Completing VET qualifications at school can reduce the time needed to complete further training after graduation. Some qualifications can also provide credit or advanced standing for future TAFE or training courses, saving both time and costs.

Development of Employability Skills

In addition to technical skills, VET qualifications support the development of employability skills such as teamwork, communication, problem-solving, time management and workplace responsibility—skills that are highly valued across all industries.

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Skills Strategies INTERNATIONAL RTO 2401

Certificate III Entrepreneurship and New Business BSB30220

Be your own boss and turn that dream business idea into reality. Learn how to develop your business proposal, organise finances and resources, learn time management skills and social media planning tools, create a supplementary income and launch your successful micro-business. This qualification is delivered through Skills Strategies International.

To be prepared for this qualification it is recommended that you have:

- A small business idea that you would like to research and pursue
- An entrepreneurial spirit
- A desire to run your own small business
- An interest to be your own boss and work your own hours
- An interest in developing digital and budgeting skills

Undertaking this entrepreneurship qualification is the ideal pathway into the world of business, entrepreneurship and managing your own ventures. The Certificate III Entrepreneurship and New Business qualification is designed to provide you with the skills, tools and knowledge you need to launch successful businesses. Completion of this qualification will give you broad exposure to topics such as:

- Assessing and researching potential business ideas
- Launching your ideas
- Successfully managing your small business venture
- Developing your critical thinking skills and how they relate to building your business
- Business networking and the importance of connecting with professionals around you
- Practical skills such as financial planning, presenting, resourcing, managing customer relationships and marketing

Ultimately, the Certificate III in Entrepreneurship and New Business qualification is intended to provide the long-term skills you need to succeed. The qualification is designed to provide hands-on learning and assessment opportunities that equip you for real-world situations. This not only ensures you are prepared to complete this qualification, it means you'll have a better chance of achieving your own career goals.

To be considered for a position in the Certificate III Entrepreneurship and New Business qualification, a parent/guardian/student must:

- **understand that a parent/guardian must agree to either:**
    1. **a full up-front payment of the qualification fees and contributions by December 2026 or**
    2. **an agreed payment plan in meeting the qualification fees and contributions by December 2026**
- **understand that a student must have a current 90%+ attendance rate in Year 10 to select this qualification**
- **obtain a Unique Student Identifier (USI) by December 2026.**
- **understand that you cannot select a second Certificate II or III qualification**

The units of competency listed below are those that will be completed across Years 11/12 at Leeming Senior High School:

Unit Code	Unit Title
BSBESB301	• Investigate business opportunities
BSBESB302	• Develop and present business proposals
BSBESB303	• Organise finances for new business ventures
BSBESB305	• Address compliance requirements for new business ventures
BSBOPS302	• Identify business risk
BSBOPS304	• Deliver and monitor a service to customers
BSBOPS305	• Process customer complaints
BSBSTR301	• Contribute to continuous improvement
BSBTWK401	• Build and maintain business relationships
BSBXCM301	• Engage in workplace communication

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skills generation

Certificate III Fitness SIS30321

NOTE – THIS QUALIFICATION IS ONLY AVAILABLE AND APPROPRIATE FOR THOSE STUDENTS THAT HAVE A DESIRE TO WORK IN THE SPORT AND RECREATION INDUSTRY.

Turn your passion for health and fitness into a career with a Certificate III in Fitness. Completion of this qualification could lead to a job that you will love as a Group Exercise Instructor and Gym Instructor.
Throughout this qualification you will acquire the theoretical knowledge and practical skills needed to help people achieve their fitness goals, including conducting fitness assessments and designing and delivering exercise programs.

Upon completion of the Certificate III Fitness qualification, you will qualify for these specialisations:

- Group Exercise Instructor – deliver group exercise sessions designed for clients of different ages and fitness levels. These individuals instruct and demonstrate complete exercise sessions to groups with limited individual interaction.

- Gym Instructor – provide tailored client assessments, assist gym members with correct technique and equipment usage, and develop/demonstrate fitness programs. You will also gain the skills to supervise a facility or service, competently handle a range of customer enquiries, and learn to keep a fitness centre clean and well-maintained.

The Certificate II Fitness qualification aims to make you a highly valuable addition to any gym's staff by developing fitness and training fundamentals such as principles of anatomy and physiology. You will also learn the latest when it comes to nutrition, as well as motivational strategies that will allow you to help members succeed on their health and fitness journeys.
The practical components of this qualification are completed within the new Leeming Senior High School Fitness Centre and are therefore completed on-site. The full qualification is based on the nationally endorsed training package and is auspiced through Registered Training Organisation Skills Generation.

Completion of this qualification can potentially lead to a student who is seeking further learning in this industry at the completion of Year 12 to enrol in either of the Certificate III Sport and Recreation or Certificate IV Fitness qualifications.

To be considered for a position in the Certificate III Fitness qualification in 2027, a parent/guardian/student must:

- **understand that there is a maximum of 20 positions available in this qualification**
- **understand that a parent/guardian must agree to either:**
    3. **a full up-front payment of the qualification fees and contributions by December 2026 or**
    4. **an agreed payment plan in meeting the qualification fees and contributions by December 2026**
- **understand that a student must have a current 90% attendance rate in Year 10 to select this qualification**
- **understand that a student studies this qualification 8 hours a week across 2 subject lines**
- **understand that the student cannot enrol in multiple ATAR courses if they select Certificate III Fitness**
- **understand that a minimum 2026 B grade in Health and Physical Education is required**
- **understand that you cannot select a second Certificate II or III qualification**

The units of competency listed below are those that will be completed across Years 11/12 at Leeming Senior High School:

Unit Code	Unit Title
BSBOPS304	• Deliver and monitor a service to customers
BSBPEF301	• Organise personal work priorities
HLTAID011	• Provide First Aid
HLTWHS001	• Participate in workplace health and safety
SISFFIT032	• Complete pre-exercise screening and service orientation
SISFFIT033	• Complete client fitness assessments
SISFFIT035	• Plan group exercise sessions
SISFFIT036	• Instruct group exercise sessions
SISFFIT040	• Develop and instruct gym-based exercise programs for individual clients
SISFFIT047	• Use anatomy and physiology knowledge to support safe and effective exercise
SISFFIT052	• Provide healthy eating information
BSBXTW301	• Work in a team
CHCDIV001	• Work with diverse people
SISXEMR001	• Respond to emergency situations
SISXFAC002	• Maintain sport, fitness and recreation facilities

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AIET
RTO 121314

Certificate III Screen and Media CUA31020

This course, auspiced through Mount Pleasant College, provides for students to gain foundational skills and experience in the filmmaking and design industries with a focus on photography, graphic design, filming and video editing.

This Screen and Media qualification will develop your understanding of photography, cinematography and the principles of design. You will develop skill, efficiency and creativity using industry leading film editing and graphic design software. You will also expand your creative palette as you research popular trends in design and craft your own stories to be told through the medium of film.

The course will help you gain real experience in your chosen industry as you work on various creative projects such as filming and editing short films, creating print advertisements and branding campaigns.

As you complete the course you will have a deeper understanding of the film making and graphic design industries, gaining valuable skills and experience. You will be well equipped for advanced training in the film and design industries and to begin working on projects as you establish a creative career.

In this qualification you will:

- gain foundational understanding of film, design and photography principles
- learn software-based skills for industry graphic design, photo editing and film editing software
- develop creativity while working on various real-world based projects
- build idea generation & concept development techniques across creative areas

You will also gain invaluable industry experience as you assist on various creative projects such as:

- producing a short film
- creating print advertisements for clients
- redeveloping corporate branding
- designing film and music artist posters
- hosting an arts exhibition

This qualification is based on a nationally endorsed training package and will take place onsite at Leeming Senior High School, and is completed across Years 11 and 12.

Completion of this qualification can lead to a student enrolling with AIET at the completion of Year 12 in either Certificate IV Design or Certificate IV Screen and Media

To be considered for a position in the Certificate III Screen and Media qualification, a parent/guardian/student must:

- **understand that a parent/guardian must agree to either:**
    5. **a full up-front payment of the qualification fees and contributions by December 2026 or**
    6. **an agreed payment plan in meeting the qualification fees and contributions by December 2026**
- **understand that a student must have a current 90%+ attendance rate in Year 10 to select this qualification**
- **understand that the student cannot enrol in multiple ATAR courses if they select Certificate III Screen and Media**
- **understand that you cannot select a second Certificate II or III qualification**

The units of competency listed below are those that will be completed across Years 11/12 at Leeming Senior High School:

Unit Code	Unit Title
BSBCRT311	• Apply critical thinking skills in a team environment
BSBWHS312	• Apply Work Health and Safety practices
CUAIND311	• Work effectively in the creative arts industry
CUACAM311	• Shoot material for screen productions
CUADES201	• Follow a Design Process
CUASOU212	• Perform basic sound editing
CUAPPR311	• Produce creative work
CUADIG311	• Prepare Video Assets
CUAPOS211	• Perform basic vision and sound editing
CUASOU304	• Prepare Audio Assets
ICTICT312	• Use advanced features of applications

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AIET
RTO 121314

Certificate II Automotive Vocational Preparation AUR20720

Students perform a limited range of tasks related to familiarisation, inspection and servicing of mechanical and electrical components and systems in the light vehicle automotive industry. Students develop effective communication, safe working practices, and environmental awareness when developing basic solutions to planning and managing automotive vehicle systems.

Additionally, students learn basic mechanical knowledge and systems, including engine components and servicing. They also cover basic electrical knowledge and systems, including soldering and battery servicing and testing.

This course encourages students to engage in a vocational context with senior secondary education, fosters a positive transition from school to work, and provides a structure within which students can prepare for further education, training and employment.

By successfully completing this two-year program you will greatly increase your chances of gaining an apprenticeship in the automotive and associated industries as you will have gained a National Australian Qualification.
This course is based on nationally endorsed training packages and will take place onsite within the Leeming Automotive Trade Training Centre. The qualification is auspiced through AIET.

The course enables students to achieve dual accreditation. In Year 11 and 12 students can complete Certificate II in Automotive as well as completing four units towards their WACE. It is also strongly suggested that students complete workplace learning.

Parents/Guardians must also be aware that students will be removed from this qualification if:

- **there has not been a financial commitment of 50% to the full fee attributed to this qualification by December 2026.**
- **a student has not obtained a Unique Student Identifier (USI) by December 2026.**

The units of competency listed below are those that will be completed across
both Years 11 and 12 within the Certificate II Automotive Vocational Preparation qualification at Leeming Senior High School.

Unit Code	Unit Title
AURAEA002	• Follow environmental and sustainability best practice in an automotive workplace
AURASA102	• Follow safe working practices in an automotive workplace
AURTTK102	• Use and maintain workplace tools and equipment in an automotive workplace
AURAFA103	• Communicate effectively in an automotive workplace
AURLTA101	• Identify automotive mechanical systems and components
AURETR103	• Identify automotive electrical systems and components
AURAFA104	• Resolve routine problems in an automotive workplace
AURTTK001	• Use and maintain measuring equipment in an automotive workplace
AURTTE104	• Inspect and service engines
AURTTE003	• Remove and tag engine system components
AURETR115	• Inspect, test and service batteries
AURETR006	• Solder electrical wiring and circuits

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AMA TRAINING SERVICES
AMA COLLEGE

Certificate II Community Health and Wellbeing 52890WA

NOTE – THIS IS A HEALTHCARE QUALIFICATION

The Community Health and Wellbeing qualification is an opportunity for students to start their career in the health and community services sectors whilst studying at school.

Meaningful work experience with local organisations will form an essential part of the qualification, ensuring students can make an informed decision about their career pathway while gaining valuable hands-on experience in real workplaces.
Upon successful completion of this qualification, students have the potential to progress on to further studies in the many ever evolving and exciting areas of the health and community services sector.

This qualification is based on nationally endorsed training packages and will take place onsite at Leeming Senior High School, delivered one day a week by an Australian Medical Association (AMA) trainer and is completed in one year.

Enrolment in the Certificate II Community Health and Wellbeing qualification through AMA comes with no tuition cost to our students. However, to ensure the functional delivery of this qualification and to provide the best possible learning experience, there will be a minimal fee of approximately $25 covering essential services, facilities, and minor course materials.

The Certificate II Community Health and Wellbeing qualification is delivered through a range of training strategies that include:

- practical workshop-based tasks (these involve demonstration and practice activities in simulated work environments)
- training room delivery (face to face, which includes theory, multi-media learning, group work.)
- **work placement - allows students to be "fully immersed in a work environment" and prepares them for the workplace (note that there is a compulsory requirement to complete 110 hours practical on-the-job placement with an approved employer and students must have a current Influenza vaccination which is not negotiable).**

This Certificate II qualification requires students to be supervised at all times in the workplace. As such students will be provided a dedicated supervisor/mentor that will support and guide them through their qualification and learning journey.
Completion of this qualification can potentially lead to a student enrolling with the Australian Medical Association (AMA) in Year 12 in 2028 in the Certificate III Health Services Assistance qualification.

The final decision regarding the availability of each of these qualifications will be made in conjunction with the AMA during 2027.
To be considered for a position in the Certificate II Community Health and Wellbeing qualification in 2027, a parent/guardian/student must:

- **understand that there is a maximum of 15 positions available in this qualification**
- **understand that a student must have a current 90%+ attendance rate in Year 10 to select this qualification**
- **understand that the student cannot enrol in any ATAR courses if they select this qualification**
- **understand that a minimum 2026 C grade in Science is required**
- **understand that you cannot select a second Certificate II or III qualification**

The units of competency listed below are those that will be completed across Year 11 at Leeming Senior High School:

Unit Code	Unit Title
HLTINF001	• Comply with infection prevention and control policies and procedures
CHCCOM005	• Communicate and work in health or community services
CHCDIV001	• Work with diverse people
HLTWHS001	• Participate in workplace health and safety
HLTWHS006	• Manage personal stressors in the work environment
HLTAID011	• Provide First Aid
CHCCCS002	• Assist with movement
CHCAGE001	• Facilitate the empowerment of older people
CHCCCS010	• Maintain a high standard of service

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Vet

Certificate II Community Services CHC22015

NOTE – THIS IS A CHILDCARE QUALIFICATION

This two-year qualification at Leeming Senior High School provides the skills and knowledge for an individual to be competent to undertake Community Services work. Students will be able to provide support and assistance in a variety of areas including childcare, the elderly and the disability sector. This qualification is auspiced through IVET.

This qualification is suitable for General and ATAR students. It is appropriate for students who:

- Have a desire to follow a career path involving working in the Community Sector
- Are also interested in further studies at a TAFE Certificate III or direct Diploma entry
- Can also use it as a pathway to University Entrance after the Diploma
- Are interested in careers such as Early Childhood and Primary School Teaching

As the theoretical components of the Certificate II Community Services are completed using web based learning tools, it is compulsory that students interested in enrolling in this qualification have their own school approved device (see Leeming Senior High School Bring Your Own Device information on this link Policies) Without a device, students will not be able to complete the theoretical components of this qualification.

Parents/Guardians must also be aware that students will be removed from this qualification if:

- **There has not been a financial commitment of 50% to the full fee attributed to this qualification by December 2026.**
- **A student has not obtained a Unique Student Identifier (USI) by December 2026.**

Requirements of the Certificate II Community Services qualification include:

- Optional (encouraged) work experience. Work experience will be at Child Care Centres during the exam breaks.
- Completing the compulsory Provide First Aid unit of competency will be provided at Leeming Senior High School. This qualification requirement will be delivered within a partnership with IVET.

The units of competency listed below are those that will be completed across both Years 11 and 12 within the Certificate II Community Services qualification at Leeming Senior High School.

Unit Code	Unit title
CHCCOM001	• Provide first point of contact
CHCCOM005	• Communicate and work in health or community services
CHCORG201C	• Work with diverse people
HLTWHS001	• Participate in workplace health and safety
BSBWOR202	• Organise and complete daily work activities

HLTAID002	• Provide basic emergency life support
CHCVOL001	• Be an effective volunteer
WG323 FSKOCM07	• Interact effectively with others at work
CHCGROUP302D	• Support group activities

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COLLEGE OF ELECTRICAL TRAINING

Certificate II Electrotechnology (Career Start) UEE22020

An electrical pre-apprenticeship is the recognised first step to becoming an electrician in WA. This program builds hands-on trade skills, essential safety knowledge and real workshop experience so you're ready to start a full apprenticeship.
By successfully completing this two-year qualification, you will greatly increase your chances of gaining an apprenticeship/employment in the associated industries as you will have gained a National Australian Qualification. This qualification is delivered on-site at Leeming Senior High School by the College of Electrical Training (CET).

CET provides this electrical pre-apprenticeship for early career starters, to gain a Certificate II in Electrotechnology (Career Start). An Electrician's Training Licence is also arranged as part of induction.
Completing this pre-apprenticeship Certificate II in Electrotechnology qualification can provide a range of career opportunities in the electrical, or electronics industries, and will provide learners with the following technical and professional skills:

- How to safely solve problems in extra-low voltage single-path and multiple-path DC circuits
- Selecting the most appropriate materials for relevant Electrotechnology work
- Participate in environmentally sustainable work practices
- Effectively using relevant equipment, plant, and technologies, and understand how to dismantle, assemble and fabricate electrotechnology components.

The Certificate II in Electrotechnology (Career Start) prepares learners for a career start in the energy sector environment. If you possess great communication skills, an interest in problem-solving, good hand-eye coordination and enjoy technical work, you could benefit from this course.

This certificate is part of the electrotechnology pre apprenticeship pathway that helps learners prepare for their electrical apprenticeship. It will equip you with the knowledge and skills necessary to build a strong foundation for a fulfilling career in the electrotechnology industry. Upon successful completion of the course, learners may wish to meet with CET to discuss potential enrolment in the UEE30820 Certificate III Electrotechnology Electrician qualification to gain certification in electrotechnology.
The units of competency listed below are those that will be completed across Years 11 and 12 within the Certificate II Electrotechnology qualification at Leeming Senior High School.

Unit code	Unit title
CPCCWHS1001	Prepare to work safely in the construction industry
UEECD0007	Apply work health and safety regulations, codes and practices in the workplace
UEECD0038	Provide solutions and report on routine electrotechnology problems
UEECD0046	Solve problems in single path circuits
UEECD0052	Use routine equipment/plant/technologies in an energy sector environment
UEECD0009	Carry out routine work activities in an energy sector environment
UEECD0021	Identify and select components, accessories and materials for energy sector work activities
UEERE0021	Provide basic sustainable energy solutions for energy reduction in residential premises
AW866	Pre-apprenticeship Work Placement coordination 1 (Work Placement arranged)
AW867	Pre-apprenticeship Work Placement coordination 2 (Work Placement commenced)
AW868	Pre-apprenticeship Work Placement coordination 3 (Work Placement mid-point)
AW869	Pre-apprenticeship Work Placement coordination 4 (Work Placement completed)

UEECD0019	Fabricate, assemble and dismantle utilities industry components
UEECD0020	Fix and secure electrotechnology equipment
UEEAS0004	Select electronic components for assembly
UEECD0034	Produce routine tools/devices for carrying out energy sector work activities
UEERL0001	Attach cords and plugs to electrical equipment for connection to a single phase 230 Volt supply

Parents/Guardians must be aware that:

- **a maximum of 16 student positions are available in this qualification**
- **selection criteria for these 16 student positions will be based upon:**
    1. **desiring and identifying an Electrotechnology career pathway**
    2. **90%+ levels of Year 10 school attendance**
    3. **maintaining Year 10 Good Standing status and ongoing positive Year 10 behaviours**
    4. **C+ grades in Year 10 English and Maths**
    5. **previous successful engagement in Design & Technology subject electives**

Parents/Guardians must also be aware that students will be removed from enrolment in this qualification in either 2026 or throughout 2027/2028 if:

- **the student does not adhere to the strict requirements agreed to in the behaviour and attendance contract that must be signed by both parent/guardian and student to gain a position in this qualification**
- **a student has not obtained a Unique Student Identifier (USI) and submitted it to the school by December 2026**

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HARMONY ~ EXCELLENCE

SKILLHIRE into work

Certificate II Engineering Pathways MEM20413

Are you looking for a career in the engineering/mining/marine industry? This diverse skill-based program is an ideal transition from school to employment.

By successfully completing this one year qualification, you will greatly increase your chances of gaining an apprenticeship/employment in the engineering and associated industries as you will have gained a National Australian Qualification. This qualification is delivered on-site at Leeming Senior High School by Skill Hire.

It is strongly suggested that students complete work experience in a relevant workplace to enhance their understanding of the engineering/mining/marine industry. Employers look for students who are proactive in preparing themselves for a career. Work experience is highly recommended and can be conducted during the exam breaks. Employment in this industry is strong and is forecast to remain strong into the future.

Safety is a priority whilst in the workshop:

- Safety glasses are mandatory and must be worn at all times whilst in the workshop and adjacent areas
- Correct PPE to suit the practical tasks must be worn at all times
- Students are advised to supply and wear long sleeve cotton work shirts and cotton work trousers for all hot works activities ie. welding, plasma/oxy cutting and grinding

Parents/Guardians must also be aware that students will be removed from this qualification if:

- **The student does not adhere to the strict requirements agreed to in the behaviour and attendance contract that must be signed by both parent/guardian and student to gain a position in this qualification.**
- **A student has not obtained a Unique Student Identifier (USI) by December 2026.**

The units of competency listed below are those that will be completed in Year 11 within the Certificate II Engineering Pathways qualification at Leeming Senior High School.

Unit code	Unit title
MEM13014A	• Apply principles of occupational health and safety in the work environment
MEMPE005A	• Develop a career plan for the engineering and manufacturing industry
MEMPE006A	• Undertake a basic engineering project
MSAENV272B	• Participate in environmentally sustainable work practices
MEM16006A	• Organise and communicate information
MEM18001C	• Use hand tools
MEM18002B	• Use power tools/handheld operations
MEMPE001A	• Use engineering workshop machines
MEMPE002A	• Use electric welding machines
MEMPE003A	• Use oxy-acetylene and soldering equipment
MEMPE004A	• Use fabrication equipment
MSAPMSUP106A	• Work in a team

Parents/Guardians must be aware that:

- **a maximum of 16 student positions are available in this qualification**
- **selection criteria for these 16 student positions will be based upon:**
    6. **desiring and identifying an Electrotechnology career pathway**
    7. **90%+ levels of Year 10 school attendance**
    8. **maintaining Year 10 Good Standing status and ongoing positive Year 10 behaviours**
    9. **C+ grades in Year 10 English and Maths**
    10. **previous successful engagement in Design & Technology subject electives**

Parents/Guardians must also be aware that students will be removed from enrolment in this qualification in either 2026 or throughout 2027/2028 if:

- **the student does not adhere to the strict requirements agreed to in the behaviour and attendance contract that must be signed by both parent/guardian and student to gain a position in this qualification**
- **a student has not obtained a Unique Student Identifier (USI) and submitted it to the school by December 2026.**

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Vet

Certificate II Hospitality SIT20322

This two-year qualification at Leeming Senior High School provides an ideal platform for students to turn their interest in hospitality into real-world employment opportunities. Delivered through IVET, this Certificate II Hospitality qualification helps students build strong interpersonal and customer service skills, organisational awareness, along with basic financial literacy — all essential in today's dynamic and growing hospitality industry.

The key benefits for a student to complete the Certificate II Hospitality qualification include:

• it provides hands-on and industry-relevant experience that enhances student engagement and employability
• it offers a nationally recognised qualification that adds value to future vocational learning
• it establishes clear pathways to further hospitality education (eg. Certificate III/IV/Diploma qualifications) and diverse roles in restaurants, hotels, catering and cafés which include job roles such as Barista, Waiter/Waitress, Cook and Kitchenhand
• it builds practical workplace skills alongside core capabilities like communication, teamwork, and problem-solving

As the theoretical components of the Certificate II Hospitality qualification are completed using web based learning tools, it is compulsory that students interested in enrolling in this qualification have their own school approved device (see Leeming Senior High School Bring Your Own Device information on this link Policies) Without a device, students will not be able to complete the theoretical components of this qualification.

Parents/Guardians must also be aware that students will be removed from this qualification if:

- **There has not been a financial commitment of 50% to the full fee attributed to this qualification by December 2026.**
- **A student has not obtained a Unique Student Identifier (USI) by December 2026.**

The Certificate II Hospitality qualification includes encouraged work experience that will be available during the exam breaks.
The units of competency listed below are those that are planned to be completed across both Years 11 and 12 within the Certificate II Hospitality qualification at Leeming Senior High School (note – these units are subject to change based on IVET directives).

Unit Code	Unit title
SITXFSA005	• Use hygienic practices for food safety
SITXWHS005	• Participate in safe work practices
BSBTWK201	• Work effectively with others
SITXCCS011	• Interact with customers
SITXCOM007	• Show social and cultural sensitivity
SITXINV006	• Receive, store and maintain stock
SITHIND007	• Use hospitality skills effectively
SITHIND006	• Source and use information on the hospitality industry
SITHFAB024	• Prepare and serve non-alcoholic beverages
SITHFAB025	• Prepare and serve espresso coffee
SITXFIN007	• Process financial transactions
SITHFAB036	• Provide advice on food

Certificate II Music CUA20620

Certificate II in Music CUA20620 is offered to students face to face onsite at Leeming SHS under the auspices of the College of Sound and Music Production (RTO code 41549). This qualification is for those students who have an interest in music and are keen to develop skills as a musician or producer with the aim to perform, use music technology and be involved with live music events. There are no academic entry requirements for this qualification however competency on a music instrument is recommended.

Possible employment opportunities (post completion of this qualification):

- Musician
- Band Member
- Performer
- Stage Manager
- Stage Producer
- Music Technician
- Arranger
- Songwriter
- Session Musician
- Director
- Singer
- Promoter

Future qualification pathways:

- Certificate III in Music CUA30920
- Certificate IV in Music CUA40920
- Diploma of Music CUA50825
- Advanced Diploma of Music CUA60525

The Certificate II Music qualification as a subject selection is appropriate for students that:

- Have a desire to follow a career pathway within the Music and Performance industry
- Are seeking a vocational training pathway (post- secondary schooling) within the TAFE sector
- Are following an ATAR (University) pathway with their enrolment at Leeming SHS but also have a keen interest in Music and Performance

As the theoretical components of the Certificate II Music are completed using web based learning tools, it is compulsory that students interested in enrolling in this qualification have their own school approved device (see Leeming Senior High School Bring Your Own Device information on this link - Policies) Without a device, students will not be able to complete the theoretical components of this qualification.

Parents/Guardians must also be aware that students will be removed from this qualification if:

- **There has not been a financial commitment of 50% to the full fee attributed to this qualification by December 2026.**
- **A student has not obtained a Unique Student Identifier (USI) by December 2026.**

The units of competency listed below are those that will be completed across both Years 11 and 12 (two-year delivery) within the Certificate II Music qualification at Leeming Senior High School.

BSBWHS211	• Contribute to health and safety of self and others
CUAIND211	• Develop and apply creative arts industry knowledge
BSBTWK201	• Work effectively with others
CUASOU211	• Develop basic audio skills and knowledge
CUAMPF111	• Develop skills to play or sing music
CUAMCP211	• Incorporate technology into music making
CUASTA212	• Assist with bump in and bump out of shows
CUAMLT202	• Apply knowledge of music culture to music making

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Chapter 2

ARTS

(List A Courses except General Design Graphics)

- ATAR Visual Arts
- General Media Production & Analysis
- ATAR Drama
- General Drama
- General Design Graphics
- General Visual Arts
- General Dance

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ATAR Visual Arts

Rationale

The ATAR Visual Arts course is the practice and theory of the broad areas of art, craft and design. Students have opportunities to express their imagination, develop personal imagery, develop skills, and engage in the making and presentation of artwork. They develop aesthetic understandings and a critical awareness that assists them to appreciate and make informed evaluations of art. This course places value on divergence, uniqueness, and individuality.

It assists students to value and develop confidence in their own creative abilities and to develop a greater understanding of their environment, community, and culture. The ATAR Visual Arts course engages students in a process that helps them develop motivation, self-esteem, discipline, collaborative practice and resilience, all of which are essential life skills.

The ATAR Visual Arts course encourages students to develop art skills together with creative and analytical ways of thinking. Students work through a process of inquiry, exploration, and experimentation. They then start to develop resolved artwork. This course allows them to engage in traditional, modern, and contemporary art forms, such as sculpture, painting, drawing, printmaking, collage, ceramics, earth art, video art, photography, and montage.

The ATAR Visual Arts course aims to enable students to make connections to relevant fields of study and to more generally prepare them for creative thinking and problem-solving in future work and life. It aims to contribute to a sense of enjoyment, engagement and fulfilment in their everyday lives, as well as to promote an appreciation for the environment and ecological sustainability.

Aims

The ATAR Visual Arts course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Visual arts ideas

Students use creative processes to research, develop, and communicate art ideas. In achieving this outcome, students:

- Research and generate ideas.
- Use visual language to express ideas.
- Develop and refine ideas for specific purposes, contexts and audiences.

Outcome 2 – Visual arts skills, techniques and processes

Students use creative skills, techniques, processes, technologies and conventions to produce resolved artwork. In achieving this outcome, students:

- Use art elements and principles in the production of artwork.
- Use skills, techniques and processes to complete artwork.
- Select and present artwork for audiences and contexts.

Outcome 3 – Responses to visual arts

Students respond to, reflect on and critically evaluate their own art and the art of others. In achieving this outcome, students:

- Respond to the qualities of artwork.
- Reflect on the thinking and creative processes of their art experiences.
- Critically evaluate artwork using visual language and art terminology.

Outcome 4 – Visual arts in society

Students understand the role of visual arts in society. In achieving this outcome, students:

- Understand how art varies according to time and place.
- Understand the social, cultural and historical contexts of visual arts.

Structure of the syllabus

Unit 1 – Differences

The focus of this unit is differences. Students consider differences arising from cultural diversity, place, gender, class and historical period in their art making and interpretation.

Unit 2 – Identities

The focus of this unit is identities. Students explore concepts or issues related to personal, social, cultural or gender identity in their art making and interpretation.

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General Media Production & Analysis

Rationale

The General Media Production and Analysis course aims to prepare all students for a future in a digital and interconnected world by providing the skills and knowledge to tell their own stories and interpret others' stories. The emphasis in General Media Production and Analysis is on learning through practical work.

Students are encouraged to explore, experiment, and interpret their digital world, reflecting and analysing contemporary life while understanding that this is done under social, cultural, and institutional constraints.

Students also produce their own media work.

Two films are made during the year, enabling students to demonstrate their understanding of media, as well as express their creativity and originality. When producing media work, students learn to make decisions about all aspects of production, including creative choices across pre-production, production and post-production phases. This provides an opportunity to manipulate technologies which simulate industry experiences.

Aims

The General Media Production and Analysis course is designed to facilitate the achievement of the following outcomes.

Outcome 1 – Media ideas

Understand how media communicate ideas in particular contexts and for different audiences and purposes.

Outcome 2 – Media production

Students use skills, techniques, processes, conventions and technologies to create media work for the audience, purpose and context.

Outcome 3 – Responses to media

Students use critical, social, cultural and aesthetic understandings to respond to, reflect on and evaluate media work.

Outcome 4 – Media in society

Students understand the role of media in society.

Structure of the syllabus

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

Unit 1 – Mass media

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

In completing this unit, students will work on projects in film and podcasts in sound. Students will have the opportunity to film important school events and live-stream work.

Unit 2 – Point of view

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

Students will work on creative projects in small groups or individually. They will learn and experience working in both visual and audio productions.

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ATAR Drama

Rationale

The key activities in the ATAR Drama course are creation, performance, and reflection. Students explore and communicate ideas and learn particular skills to enable them to work with drama forms, styles, conventions, and technologies. They also reflect, respond, and evaluate drama and become critical, informed audiences. Drama is understood in the context of their own society and culture, and on a diverse range of drama from other cultures, places, and times. This enriches the students' wider cultural understanding.
In the ATAR Drama course, students put their understanding of drama into practice as students integrate their knowledge and skills into performances of their own creation, as well as set Drama works. They use the elements and conventions of drama to develop and present ideas and explore personal and cultural issues. Students engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy, which allow them to create original drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects involving sets, costumes, makeup, props, promotional materials, and sound and lighting. Increasingly, students use technologies such as digital sound and multimedia. They present drama to a range of audiences and work in different performance settings.

Aims

The ATAR Drama course enables students to:

- develop, articulate and explore ideas
- demonstrate skills in production and performance
- create drama for a range of purposes, audiences and contexts
- understand the contextual relationships of drama
- analyse and evaluate drama in performance
- develop transferable skills of creative problem solving, collaboration, innovation, flexibility, social skills, self-regulation and leadership.

Outcome 1 – Drama Language

Students look at elements of drama and drama processes.

Outcome 2 - Contextual Knowledge

Students look at exploring drama conventions.

Outcome 3 - Production and Performance

Students explore spaces of performance, design and technologies.

Structure of the syllabus

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

Unit 1 – Realism and Representational Drama

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

Unit 2 – Non-realism and Presentational Drama

This unit focuses on presentational, non-realistic drama. Students explore techniques of role and/or character through different approaches to text interpretation, particularly those based on the work of Brecht and other presentational drama.

Creative Team

In Unit 1 and Unit 2, students will study the contexts of drama in rehearsal, performance, and respond to drama in role as a member of the Creative Team.
All creative team roles must be supported by contextual research and textual analysis.
Actor and Director are explored in Unit 1 and Unit 2

- **Actor** – interprets and presents role or character
- **Director** – decides on an interpretation and vision to realise the drama

Design roles include Costume, Lighting, Set and Sound.

A minimum of two roles are applied in Unit 1 and Unit 2.
Note: multimedia technologies may be applied to design roles.

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General Drama

Rationale

Students achieve outcomes through the key activities of creation, performance and reflection. They explore and communicate ideas and learn particular processes and skills to enable them to work with drama forms, styles, conventions and technologies. They reflect, respond and evaluate drama and become critical, informed audiences, understanding drama in the context of their own society and culture, drawing on a diverse range of drama from other cultures, places and times to enrich their intercultural understanding.

The General Drama course focuses on aesthetic understanding and drama in practice as students integrate their knowledge and skills. They use the elements and conventions of drama to develop and present ideas and explore personal and cultural issues. They engage in drama processes, such as improvisation, play building, text interpretation, playwriting and dramaturgy which allow them to create original drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects involving sets, costumes, makeup, props, promotional materials, stage management, front-of-house activities, and sound and lighting. Increasingly, students use technologies, such as digital sound and multimedia. They present drama to a range of audiences and work in different performance settings.

While some students intend to make a career in drama and related fields, they also participate in drama for enjoyment and satisfaction. They experience the pleasure that comes from developing personal skills, knowledge and understanding that can be transferred to a range of careers and situations. The General Drama course builds confidence, empathy, understanding about human experience, and a sense of identity and belonging. These are invaluable qualities for contemporary living.

Aims

The General Drama course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Drama ideas

Students create, interpret, explore, develop and present drama ideas. In achieving this outcome, students:

- Articulate their own ideas and interpret the ideas of others to make drama.
- Explore and experiment to develop ideas in drama.
- Present drama ideas for specific purposes, audiences, and spaces.

Outcome 2 – Drama skills and processes

Students apply drama skills, techniques, processes, conventions, and technologies. In achieving this outcome, students:

- Apply specific skills, techniques, and processes.
- Apply knowledge and conventions of drama.
- Use technologies and undertake production roles and responsibilities.

Outcome 3 – Drama responses

Students respond to, reflect on and evaluate drama. In achieving this outcome, students:

- Respond to drama using processes of engagement and inquiry.
- Reflect on the process of producing and performing drama.
- Evaluate drama using critical frameworks and cultural perspectives.

Outcome 4 – Drama in society

Students understand the role of drama in society. In achieving this outcome, students:

- Understand the interrelationships between drama and its historical and cultural contexts.
- Understand the social and cultural value and purpose of drama.
- Understand economic considerations related to drama.

Structure of the syllabus

Unit 1 – Dramatic storytelling

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

Unit 2 – Drama performance events

This unit focuses on presentational, non-realist drama. Students explore techniques of role and/or character through different approaches to text interpretation, particularly those based on the work of Brecht and other presentational drama.

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General Design Graphics

Rationale

In the Design Graphics course, students develop skills and processes for current and future industry and employment markets. This is a General course which develops graphic computing skills, and pairs well with Visual Art courses. It suits students who may be thinking of Graphic Design at university level.

In this course, students are equipped with the knowledge and skills to understand design principles and processes, analyse problems and devise innovative strategies through projects. Students are able to focus on particular contexts from a choice of photography, graphics, dimensional design and technical graphics. The General Design Graphics General course also emphasises the scope of design in trade-based industries, allowing students to maximise vocational pathways.

Aims

Students have the opportunity to apply for entry into Murdoch, Curtin and Edith Cowan University (ECU) to study an area in the Creative Arts. This is achieved by submitting a portfolio, which will be developed throughout the course, and going through the application requirements for portfolio entry into university. For Murdoch and ECU, this pathway does not require an ATAR score; however, once at university, the student can only study an area in the Creative Arts. For entry into Curtin University, they require a portfolio and at least one ATAR subject score. Students build on their knowledge of corporate design and respond to a client brief.

Students will design the branding and image of a music band and create an album cover, poster advertisement and merchandise. Students will respond to popular designers and gain knowledge in their skills and techniques when creating effective corporate designs. The Design General course is designed to facilitate achievement of the following outcomes:

Outcome 1 – Design understandings

Students understand that design theory, audience response, and design principles are reflected in design. In achieving this outcome, students:

- understand that communication theories are demonstrated in design; and
- understand that design and audience behaviours are related.

Outcome 2 – Design process

Students apply the design process to develop design solutions. In achieving this outcome, students:

- generate ideas to develop design solutions; and
- refine the development of design solutions.

Outcome 3 – Application of design

Students use skills, techniques and methods to plan, construct and produce design creations.
In achieving this outcome, students:

- use interpretative skills when constructing design creations;
- use design skills, techniques and methods to construct creations; and
- use planning and production methodologies to construct design creations.

Outcome 4 – Design in society

Students understand the relationship between design, society and culture.
In achieving this outcome, students:

- understand how values, beliefs and attitudes are communicated and learned through design;
- understand responsibilities and issues in developing design; and
- understand relationships between social practices and design.

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General Visual Arts

Rationale

In the General Visual Arts course, students explore the broad areas of art, craft, and design. Students have opportunities to make and present their own art works, express their imagination, and develop personal imagery. They learn specific art skills and develop a critical awareness that assists them in appreciating and making informed evaluations of art.

This course places value on divergence, uniqueness and individuality. It assists students to value and develop confidence in their own creative abilities and to develop a greater understanding of their environment, community and culture. The General Visual Arts course engages students and helps them develop motivation, self-esteem, discipline, collaborative practice and resilience, all of which are essential life skills. Enterprise and initiative are recognised and encouraged.

The General Visual Arts course encourages students to develop problem-solving skills together with creative and analytical ways of thinking. Innovation is encouraged through a process of inquiry, exploration and experimentation. This course allows them to engage in traditional, modern and contemporary art forms and conventions, such as sculpture, painting, drawing, graphic design, printmaking, collage, ceramics, earth art, video art, installations, textiles, performance, photography, montage, multimedia, and time-based works and environments.

The General Visual Arts course aims to enable students to make connections to relevant fields of study and to more generally prepare them for creative thinking and problem-solving in future work and life. It aims to contribute to a sense of enjoyment, engagement and fulfilment in their everyday lives, as well as to promote an appreciation for the environment and ecological sustainability.

Aims

The General Visual Arts course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Visual arts ideas

Students use creative processes to research, develop, and communicate art ideas. In achieving this outcome, students:

- Research and generate ideas.
- Use visual language (elements and principles of art) to express ideas.
- Develop and refine ideas for specific purposes, contexts, and audiences.

Outcome 2 – Visual arts skills, techniques, and processes

Students use creative skills, techniques, processes, technologies, and conventions to produce resolved artworks. In achieving this outcome, students:

- Use art elements and principles in the production of artworks.
- Use skills, techniques, and processes to complete artworks.
- Select and present artworks for audiences and contexts.

Outcome 3 – Responses to visual arts

Students respond to, reflect on, and critically evaluate their own art and the art of others. In achieving this outcome, students:

- Respond to the qualities of artworks.
- Reflect on the thinking and creative processes of their art experiences.
- Critically evaluate artworks referring to visual language (the elements and principles of art and design) and using art terminology.

Outcome 4 – Visual arts in society

Students understand the role of the visual arts in society. In achieving this outcome, students:

- Understand how art varies according to time and place.
- Understand the social, cultural and historical contexts of visual arts.

Structure of the syllabus

Unit 1 – Experiences

The focus for Unit 1 is experiences. The students base art-making and interpretation on their lives and personal experiences, observations of the immediate environment, events and/or special occasions.

Unit 2 – Explorations

The focus for Unit 2 is explorations. The students explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment in their art-making and interpretation.

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General Dance

Rationale

Dance is dynamic and powerful. It embodies our ideas, thoughts, emotions and values and provides a unique opportunity to develop physically, creatively, aesthetically, emotionally, and intellectually. As an art form, dance encourages artistic creativity and the active use of the imagination.

Aims

This course is divided into three content areas:
• Choreography
• Performance
• Contextual knowledge.

Structure of the syllabus

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

Unit 1 – Exploring the components of dance

In this unit, students learn skills, explore the elements of dance and processes of choreography, and create choreographic tasks to produce dance works for performance.

Unit 2 – Dance as entertainment

In this unit, students explore the entertainment potential of dance and choreography. This leads to performance for audiences.

Assessment types

Performance and Production

This involves exploring ideas, improvising, manipulating the elements of dance and using choreographic devices and structures to create original dance. Students demonstrate competence in the use of the taught technical dance skills and styles and use them to perform for a range of audiences. A practical test is included in this assessment type. This comprises 70% of the assessment weighting.

Response

Students need to write responses to analyse and evaluate their own, others', or professional dance works. Students also complete an EST as part of the General Course. This comprises 30% of the assessment weighting.

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Chapter 3

ENGLISH

(List A Courses)

- **ATAR English**
- **ATAR English Literature**
- **General English**

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ATAR English

Rationale

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes. It encourages students to critically engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures. Such engagement helps students develop a sense of themselves, their world, and their place in it.

Through close study and wide reading, viewing, and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and enjoy creating their own imaginative, interpretive, persuasive and analytical responses. The English ATAR course is designed to develop students' facility with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning.

Students refine their skills across all language modes by engaging critically and creatively with texts. They learn to speak and write fluently in a range of contexts and to create a range of text forms. They hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations.

Aims

All senior secondary English courses aim to develop students'

- skills in listening, speaking, reading, viewing and writing;
- capacity to create texts for a range of purposes, audiences and contexts; and
- understanding and appreciation of different uses of language.

In addition, the English ATAR course aims to develop students' ability to:

- understand the use of language for communication;
- analyse, evaluate and create sustained imaginative, interpretive and persuasive texts in a range of modes; and
- engage in critical analysis and evaluation.

Structure of the syllabus

Unit 1

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

Unit 2

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

LEEMING SHS
HARMONY ~ EXCELLENCE

ATAR English Literature

Rationale

The Literature ATAR course focuses on the study of literary texts and developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language; evaluate perspectives and evidence; and challenge ideas and interpretations. The Literature ATAR course explores how literary texts construct representations, shape perceptions of the world and enable us to enter other worlds of the imagination. In this subject, students actively participate in the dialogue of literary analysis and the creation of imaginative and analytical texts in a range of modes, media and forms.

Students enjoy and respond creatively and critically to literary texts drawn from the past and present and from Australian and other cultures. They reflect on what these texts offer them as individuals, as members of Australian society and as world citizens.
Students establish and articulate their views through creative response and logical argument. They reflect on qualities of literary texts, appreciate the power of language and inquire into the relationships between texts, authors, readers, audiences and contexts as they explore ideas, concepts, attitudes and values.

Aims

The set of English courses aims to develop students'

- skills in listening, speaking, reading and writing;
- capacity to create texts for a range of purposes, audiences and context; and
- understanding and appreciation of different uses of language.

In addition, the Literature ATAR course aims to develop students'

- ability to respond personally, critically, and imaginatively to a range of literary texts;
- drawn from Australian and other historical, contemporary, and cultural contexts and traditions;
- capacity to engage with and contest complex and challenging ideas in order to form their own interpretations informed by a range of critical perspectives; and
- capacity to reflect critically on connections and resonances between texts.

Structure of the syllabus

Unit 1

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

Unit 2

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

LEEMING SHS
HARMONY ~ EXCELLENCE

General English

Rationale

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident, and engaged users of English in everyday, community, social, further education, training, and workplace contexts. The English General course is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways.

The course develops students' language, literacy, and literary skills to enable them to communicate successfully both orally and in writing and to enjoy and value using language for both imaginative and practical purposes.

Students comprehend, analyse, interpret, and evaluate the content, structure, and style of a wide variety of oral, written, multimodal, digital and media texts. Students learn how the interaction of structure, language, audience and context helps to shape how the audience makes meaning. Both independently and collaboratively, they apply their knowledge to create analytical, imaginative, interpretive and persuasive texts in different modes and media.

Aims

All senior secondary English courses aim to develop students' ability to:

- listen, speak, read, view and write;
- create texts for a range of purposes, audiences and contexts; and
- understand and appreciate different uses of language.

In addition, the English General course aims to develop students' ability to:

- use and apply language and information effectively, confidently and creatively in vocational, community and academic contexts and enhance their broader communication skills;
- understand the ways in which text structure, stylistic features and register combine to make meaning and influence responses;
- be proficient in comprehending and creating a range of written, oral, multimodal and digital forms; and
- work collaboratively, interacting confidently and effectively with others in everyday, community, social and applied learning contexts.

Structure of the syllabus

Unit 1

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

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

Unit 2

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

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

LEEMING SHS

HARMONY ~ EXCELLENCE

Chapter 4

HEALTH & PHYSICAL EDUCATION

(List B Courses except ATAR Health Studies)

- ATAR Physical Education Studies
- General Physical Education Studies
- ATAR Outdoor Education
- General Outdoor Education
- ATAR Health Education Studies
- General Health Education Studies

Health and Physical Education Guide for Families

Year 10 Pathways into Year 11 and 12

Expected achievement/background in Year 10	Year 11 HPE Courses
Teacher Recommendation. Required: A/B grade in Science and English.	ATAR Physical Education Studies
Teacher Recommendation. Required: A/B grade in Science and English.	ATAR Health Education Studies
Teacher Recommendation. Required: Students having completed Year 10 Outdoor Education will have priority when selecting this course. Students will also need to prove advanced current swimming competency.	General Outdoor Education
Required: C grade in English, Health and Physical Education.	General Physical Education Studies General Health Education Studies Certificate III Fitness Certificate II Community Health and Wellbeing

LEEMING SHS
HARMONY ~ EXCELLENCE

ATAR Physical Education Studies

Rationale

Study of the Physical Education Studies ATAR course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course.

The Physical Education Studies ATAR course focuses on the complex interrelationships between motor learning, psychological, biomechanical, anatomical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches and analysts of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies ATAR course cannot be separated from active participation in physical activities and involves students in closely integrated written, oral, and physical learning experiences, based upon the study of selected physical activities.

The course appeals to students with varying backgrounds, physical activity knowledge, and dispositions. Students analyse the performance of themselves and others and apply theoretical principles to enhance performance. Physical activity and sport are used to develop skills and performance along with an understanding of physiological, anatomical, psychological, biomechanical, and motor learning applications.

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

Aims

The Physical Education Studies ATAR course enables students to:

- **Developing Physical Skills and Tactics.** Enhance performance through the display and application of movement skills and tactical responses.
- **Motor Learning and Coaching.** Understand motor learning concepts in relation to learning and acquisition of motor skills.
- **Functional Anatomy.** Understand functional anatomy and the roles of the respiratory and circulatory systems, and the relationship between the musculoskeletal system and performance.
- **Biomechanics.** Understand and apply biomechanical principles and their effect on performance, skill execution and/or equipment.
- **Exercise Physiology.** Understand and apply exercise physiology concepts in relation to the body's responses to physical activity, energy demands, training principles and methods.
- **Sport Psychology**. Understand and apply sports psychology considerations to improve performance.

Structure of the syllabus

Unit 1

The focus of this unit is functional anatomy and exercise physiology concepts and how students apply these to their own and others' performance. The sporting context studied in this unit will be selected from one of the WACE practical sports.

Unit 2

The focus of this unit is biomechanical, psychological and motor learning and coaching concepts and how students apply these to their own and others' performance. The sporting context studied in this unit will be selected from one of the WACE practical sports.

LEEMING SHS
HARMONY ~ EXCELLENCE

General Physical Education

Rationale

The General Physical Education Studies course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course. Assessment in this course is 50% theory and 50% practical.
The General Physical Education Studies course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies General course cannot be separated from active participation in physical activities and involves students in closely integrated written, oral, and physical learning experiences based upon the study of selected physical activities.
The course appeals to students with varying backgrounds, physical activity knowledge and dispositions. Students analyse the performance of themselves and others, apply theoretical principles and plan programs to enhance performance. Physical activity and sport are used to develop skills and performance, along with an understanding of physiological, anatomical, psychological, biomechanical, and skill learning applications.

Aims

Outcome 1 – Skills for physical activity

Students apply decision-making, movement, and tactical skills to enhance participation in physical activity. In achieving this outcome, students:

- make on-the-spot decisions to apply movement patterns in solving tactical problems;
- perform movement skills to enhance participation; and
- implement strategies and tactics to enhance participation.

Outcome 2 – Self-management and interpersonal skills for physical activity

Students apply self-management and interpersonal skills to enhance participation in physical activity. In achieving this outcome, students:

- apply mental skills in undertaking selected roles;
- make informed decisions in undertaking selected roles;
- apply communication skills in undertaking selected roles; and
- apply cooperation skills in undertaking selected roles.

Outcome 3 – Knowledge and understanding of movement and conditioning concepts for physical activity

Students understand movement and conditioning concepts that enhance participation in physical activity. In achieving this outcome, students:

- understand movement concepts; and
- understand conditioning concepts.

Outcome 4 – Knowledge and understanding of sport psychology concepts for physical activity

Students understand mental skills, motor learning, coaching and tactical concepts that inform the enhancement of participation in physical activity. In achieving this outcome, students:

- understand mental skills training concepts;
- understand motor learning and coaching concepts; and
- understand tactical concepts of games and activities.

Structure of the syllabus

Unit 1

The focus of this unit is the development of students' knowledge, understanding and application of anatomical, physiological and practical factors associated with performing in physical activities. The sporting context studied in this unit will be selected from Softball, Touch Rugby, Netball or Basketball.

Unit 2

The focus of this unit is the impact of physical activity on the body's anatomical and physiological systems. Students are introduced to these concepts which support them to improve their performance as team members and/or individuals. The sporting context studied in this unit will be selected from Badminton, Volleyball, Netball or Basketball.

LEEMING SHS
HARMONY ~ EXCELLENCE

ATAR Outdoor Education

Rationale

The Outdoor Education ATAR course provides students with the opportunity to explore and develop an understanding of their relationships with the environment, others and themselves through direct interaction with the natural world. Students participate in outdoor activities aimed at developing personal growth, teamwork and environmental awareness, which will ultimately encourage them to contribute toward a more sustainable world.

Through activities that involve planning, participating and reviewing, students engage in various outdoor activities and expeditions. These experiences help them develop expedition planning skills including risk assessment and awareness of the environment in which they will travel. The progression of theoretical concepts into practical application during expeditions is a vital component in outdoor education.

The course provides many opportunities for students to participate in a variety of outdoor activities and expeditions. During these, students develop leadership and decision-making skills which contribute to their management of risk and responses to emergencies. The course also develops their knowledge and skills in environmental management.
Students apply their learning by planning and participating in outdoor activities, assessing environmental impact and implementing risk management strategies. They engage in practical experiences that require teamwork, problem-solving and reflection, promoting sustainable practices and a sense of responsibility for the natural environment.

Structure of the syllabus

Unit 1

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

Unit 2

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

Expedition

To establish optimal teaching, learning and assessment situations for this course, it is required that students participate in at least one expedition, that is a minimum of four days and three nights in a natural environment, be self-sufficient, and include at least one mode of travel.

LEEMING SHS
HARMONY ~ EXCELLENCE

General Outdoor Education

Rationale

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

The course lends itself to an integrated approach between practical experiences, the environment and conceptual understandings. Students develop self-awareness by engaging in a range of challenging outdoor activities. They enhance personal and group skills and build confidence, empathy and self-understanding. Working with others enables students to better understand group dynamics, and enhance their leadership qualities and decision-making abilities, while showing respect for self, others and the environment.

Students plan and participate in a range of outdoor activities and develop knowledge and skills for participating safely in these activities. They learn to assess risk and identify and apply appropriate management strategies and emergency response procedures.

The course facilitates the development of a sense of place as a result of a greater understanding and appreciation of the local natural environment. It assists students in developing a relationship with nature and empowers them to work toward achieving an ecologically sustainable world.

The course will prepare students for career and employment pathways in areas such as outdoor leadership, environmental interpretation, environmental planning, facilities management, eco-tourism, military service, outdoor education, and the many unforeseen areas evolving in the outdoors industry.

Structure of the syllabus

Students must understand that Outdoor Education comprises theoretical and practical requirements. Students are trained to increase their understanding and abilities in outdoor pursuits such as snorkelling, off-road cycling, navigation, bushwalking, sailing and power boat handling, all within the context of minimal impact practices. Students need to be prepared to participate in, organise and plan a 3-day (Sea Trek) camp in Year 12 as well as a day snorkelling excursion that is usually held at Rottnest Island. Students need to be able to swim 200m unaided in open water and have access to a roadworthy bicycle and helmet. Students who have completed Outdoor Education in Year 10 will have priority when selecting this course.

In Term 1 in Year 12, the boating units undertaken at the Marine Education Boatshed contribute to the achievement of the Recreational Skippers Ticket qualification. It is mandatory for all students to have this qualification to be able to attend Sea Trek in Term 3 and to complete the overnight camping requirement. If a student fails the theory test or practical test, the Marine Education Boatshed staff usually offer the opportunity to resit these tests during the Term 1 holidays. If a pass is still not achieved, it may be necessary for a student to resit their assessment at an alternative Registered Training Organization who will charge a fee for their services (paid for by the family of the student). All students need to have achieved the Recreational Skippers Ticket qualification by the end of May.

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

Unit 1 – Experiencing the outdoors

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

Unit 2 – Facing challenges in the outdoors

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

LEEMING SHS
HARMONY ~ EXCELLENCE

ATAR Health Education Studies

Rationale

The Health Studies ATAR course focuses on the study of health as a dynamic quality of human life. Students undertaking this course develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health.
The influence of social, environmental, economic and biomedical determinants of health is a key focus of the course. Other course content includes the influence of beliefs, attitudes and values on health behaviour, and the importance of self-management and interpersonal skills in making healthy decisions.
Using an inquiry process, students draw on their knowledge and understandings of health concepts and investigate health issues of interest. Through this process, they develop research skills that can be applied to a range of health issues or concerns.
This course will prepare students for career and employment pathways in a range of health and community service industries. Students will have the opportunity to develop key employability and life skills, including communication, leadership, initiative and enterprise. Inquiry skills will equip students to adapt to current and future studies and work environments.

Aims

The Health Studies ATAR course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Knowledge and understandings

Students understand factors and actions that influence health.
In achieving this outcome, students:

- understand the determinants of health;
- understand actions and strategies that influence health; and
- understand and apply frameworks, models and theories to explain health concepts.

Outcome 2 – Beliefs, attitudes and values

Students understand the influence of beliefs, attitudes, values and norms on health. In achieving this outcome, students:

- understand the relationship between beliefs, attitudes, values, and health behaviour;
- understand the influence of attitudes and values on health behaviour; and
- understand the range of factors influencing beliefs, attitudes, values and norms.

Outcome 3 – Self-management and interpersonal skills

Students use self-management and interpersonal skills to promote health. In achieving this outcome, students:

- apply self-understanding and decision-making skills; and
- apply communication and cooperation skills.

Outcome 4 – Health inquiry

Students use inquiry skills and processes to investigate and respond to health issues. In achieving this outcome, students:

- plan a health inquiry to define and research a health issue;
- use a range of information to explore a health issue;
- interpret information to develop a response to the health issue; and
- present findings and link the investigation to the response.

Structure of the syllabus

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

Unit 1 (with 4 modules)

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

Unit 2 (with 4 modules)

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

LEEMING SHS
HARMONY ~ EXCELLENCE

General Health Education Studies

Rationale

The Health Studies General course focuses on the study of health as a dynamic quality of human life. Students undertaking this course develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health. The influence of social, environmental, economic and biological determinants of health is a key focus of the course. Other course content includes the influence of beliefs, attitudes and values on health behaviour, and the importance of self-management and interpersonal skills in making healthy decisions. Using an inquiry process, students draw on their knowledge and understandings of health concepts and investigate health issues of interest. Through this process, they develop research skills that can be applied to a range of health issues or concerns.

This course will prepare students for career and employment pathways in a range of health and community service industries. Students will have the opportunity to develop key employability and life skills, including communication, leadership, initiative and enterprise. Inquiry skills will equip students to adapt to current and future studies and work environments.

Aims

The Health Studies General course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Knowledge and understandings

Students understand factors and actions that influence health. In achieving this outcome, students:

- understand the determinants of health;
- understand actions and strategies that influence health; and
- understand and apply frameworks, models and theories to explain health concepts.

Outcome 2 – Beliefs, attitudes and values

Students understand the influence of beliefs, attitudes, values and norms on health. In achieving this outcome, students:

- understand the relationship between beliefs, attitudes, values, and health behaviour;
- understand the influence of attitudes and values on health behaviour; and
- understand the range of factors influencing beliefs, attitudes, values and norms.

Outcome 3 – Self-management and interpersonal skills

Students use self-management and interpersonal skills to promote health. In achieving this outcome, students:

- apply self-understanding and decision-making skills; and
- apply communication and cooperation skills.

Outcome 4 – Health inquiry

Students use inquiry skills and processes to investigate and respond to health issues. In achieving this outcome, students:\

- plan a health inquiry to define and research a health issue;
- use a range of information to explore a health issue;
- interpret information to develop a response to the health issue; and
- present findings and link the investigation to the response.

Structure of the syllabus

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

Unit 1

This unit focuses on personal health and wellbeing, and what it means to be healthy. Students explore factors that influence their health, and design action plans to improve health and achieve set goals. Key consumer health skills and concepts, and the relationship between beliefs, attitudes, values and health behaviour, and the impact of social and cultural norms, are introduced. Key self-management and interpersonal skills required to build effective relationships are explored. Health inquiry skills are developed and applied to investigate and report on health issues.

Unit 2

This unit focuses on personal health and introduces the many factors that influence health. The notion of prevention is central to this unit, and students explore actions, skills and strategies to cope with health influences and improve health. In addition to health determinants, the influence of cognitive dissonance on decision making and the role of communities in shaping norms and expectations are explored. Self-management and cooperative skills are examined, and students continue to develop and apply health inquiry skills.

LEEMING SHS

HARMONY ~ EXCELLENCE

Chapter 5

HUMANITIES AND SOCIAL SCIENCES

(List A Courses except ATAR and General Psychology)

- ATAR Economics
- ATAR Geography
- ATAR Modern History
- ATAR Politics and Law
- ATAR Psychology
- General Careers and Employability
- General Psychology
- General Geography

LEEMING SHS
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ATAR Economics

Rationale

The ATAR Economics course encompasses the key features which characterise an economist's approach to a contemporary economic event or issue: the ability to simplify the essence of a problem; to collect economic information and data to assist analysis and reasoning; to think critically about the limits of analysis in a social context; and to draw inferences which assist decision-making, the development of public policy and improvement in economic wellbeing.

The ATAR Economics course develops reasoning, logical thinking, and interpretation skills demanded by the world of work, business and government. These skills relate to a variety of qualifications in vocational, technical, and university education contexts. The learning experiences available through studying this course explore the knowledge, values and opinions which surround the complex range of economic events and issues facing our community, such as unemployment, income distribution, business strategy and international relations.

Economic literacy developed through this course enables students to actively participate in economic and financial decision-making which promotes individual and societal wealth and wellbeing.

Aims

The ATAR Economics course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Economic inquiry

Students use economic information and data to communicate an understanding of economic events, issues, and decisions. In achieving this outcome, students:

- locate, select, and organise economic information and data;
- analyse and interpret economic information and data; and
- use economic terms, concepts, and models to communicate an understanding of economic events, issues and decisions.

Outcome 2 – The operation of the economy

Students understand that economic forces influence the operation of the economy and are affected by the decisions of consumers and businesses. In achieving this outcome, students:

- understand how domestic and international economic forces influence the operation of the economy; and
- understanding the choices, trade-offs and effects of economic decisions made at the local, national and international levels.

Outcome 3 – Economic policy and action

Students understand that the policies and actions of the government and other authorities affect the operation of the economy. In achieving this outcome, students:

- understand why economic policies and actions are required to manage the economy;
- understand how policy options are used to address domestic and international economic problems and issues; and
- understand the effects of economic policies and actions of government and other authorities at the local, national and international level.

Structure of the syllabus

Unit 1 – Microeconomics

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

Unit 2 – Macroeconomics

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

LEEMING SHS
HARMONY ~ EXCELLENCE

ATAR Geography

Rationale

In the senior secondary years, the ATAR Geography course provides a structured, disciplinary framework to investigate and analyse a range of challenges and associated opportunities facing Australia and the global community. These challenges include rapid change in biophysical environments, the sustainability of places, dealing with environmental risks, and the consequences of international integration.

The course builds students' knowledge and understanding of the uniqueness of places and an appreciation that place matters in explanations of economic, social and environmental phenomena and processes. It also develops students' knowledge about the interconnections between places. Nothing exists in isolation. Consequently, the subject considers the significance of location, distance and proximity.

Through the study of geography, students develop the ability to investigate the arrangement of biophysical and human phenomena across space in order to understand the interconnections between people, places and environments. As a subject of the humanities and social sciences, geography studies spatial aspects of human culture using inquiry methods that are analytical, critical and speculative. In doing so, it values imagination and creativity. As a science, geography develops an appreciation of the role of the biophysical environment in human life, and an understanding of the effects human activities can have on environments. As a result, it develops students' ability to identify, evaluate, and justify appropriate and sustainable approaches to the future by thinking holistically and spatially in seeking answers to questions. Students are encouraged to investigate geographical issues and phenomena from a range of perspectives, including those of Aboriginal and Torres Strait Islander Peoples.

Students learn how to collect information from primary and secondary sources, such as field observation and data collection, mapping, monitoring, remote sensing, case studies, and reports. Fieldwork, in all its various forms, is central to geographical inquiries as it enables students to develop their understanding of the world through direct experience.
Students develop a range of skills that help them to understand the physical world, interpret the past, scrutinise the present, and explore sustainable strategies for the future care of places. They are able to understand recent and future developments, such as urban planning, climate change, cultural diffusion, environments at risk, sustainable development practices, and the unequal distribution of resources throughout the world.

The ATAR Geography course promotes students' communication abilities by building their skills of spatial and visual representation and interpretation through the use of cartographic, diagrammatic, graphical, photographic and multimodal forms. In addition, students communicate their conclusions by written and oral means.

Aims

The ATAR Geography course aims to develop students':

- knowledge and understanding of the nature, causes and consequences of natural and ecological hazards, international integration in a range of spatial contexts, land cover transformations, and the challenges affecting the sustainability of places;
- understanding and application of the concepts of place, space, environment, interconnection, sustainability, scale and change through inquiries into geographical phenomena and issues;
- ability to critically use geographical inquiry methods and skills, and to think and communicate geographically;
- ability to identify, evaluate and justify alternative responses to the geographical challenges facing humanity, and propose and justify actions, taking into account environmental, social and economic factors; and
- understandings, skills, knowledge and values to ensure they are well placed for tertiary study and/or employment.

Structure of the syllabus

Unit 1 – Natural and ecological hazards

In this unit, students explore the management of hazards and the risk they pose to people and environments. Risk management is defined in terms of preparedness, mitigation and/or prevention.

Unit 2 – Global networks and interconnections

In this unit, students explore the economic and cultural transformations taking place in the world – the spatial outcomes of these processes and their social and geopolitical consequences – that will enable them to better understand the dynamic nature of the world in which they live.

LEEMING SHS
HARMONY ~ EXCELLENCE

ATAR Modern History

Rationale

Few subjects are as inherently interesting and enjoyable as History. The story of how the world and Australia got to be the way they currently are is indeed a fascinating tale. In addition to being enjoyable to study, History also equips students with a broad range of highly important and useful skills that are transferable to a wide variety of professions and occupations.

By studying History, students will become proficient in:

- Written communication
- Research skills
- Analysis and interpretation of a wide variety of information, including written and visual texts and statistics.

All units are taught using extensive audio-visual material to help bring the subject “alive”.

Aims

The ATAR Modern History ATAR Course aims to develop students’:

- knowledge and understanding of particular events, ideas, and movements that have shaped the modern world;
- ability to apply historical concepts such as evidence, cause and effect, perspective and significance to the analysis of historical sources; and
- research skills, including the process of planning and conducting a historical inquiry, evaluating historical sources, synthesising evidence, and communicating the findings.

Structure of the syllabus

The following information lists the electives that students will study in Year 11:

Unit 1 - Capitalism: The American Experience focuses on:

- The nature and development of capitalism in the USA;
- how capitalism influenced US involvement in both World War One and World War Two, and the significance of this to the Allied victory in both conflicts;
- the social trends and political developments of the 1920s and their relationship to capitalism;
- the transition from “boom” to “bust” with the onset of the Great Depression
- The impact of the Depression on the American people and the government’s response, President Hoover’s “rugged individualism” versus President Roosevelt’s “New Deal”.

Unit 2 - Nazism in Germany focuses on:

- the impact of World War One on Germany;
- the problems and shortcomings of the post war Weimar government;
- Hitler’s background and the ideas of Nazism;
- the rise of the Nazis;
- life under Nazi rule;
- the road to World War Two, Hitler’s foreign policy during the 1930s
- the Holocaust; and
- the impact of the war on the German people and the legacy of Nazism.

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ATAR Politics and Law

Rationale

The ATAR Politics and Law course aims to develop knowledge and understanding of the principles, structures, institutions, processes, and practices of political and legal systems, primarily in Australia and, where appropriate, other systems and/or countries. The course challenges students to critically examine the effectiveness of these political and legal systems and develop skills and values to allow students to become informed, active, and effective participants in the political and legal decisions that affect their lives within society. The Politics and Law course aims to provide students with the opportunity to examine and analyse political and legal systems in operation through the use of different learning experiences that will include a visit to the courts in Western Australia, the Electoral Commission and State Parliament. The course provides for both a chronological and contemporary understanding of political and legal issues in society. Students may be given an opportunity to participate in the State-wide Interschool Mock Trial Competition a Community Endorsed Programme recognised by the School Curriculum and Standards Authority.

The study of Politics and Law can be a valuable background to careers in law, political advocacy, public administration, international relations, foreign affairs, community development, teaching, journalism, human resource management, government and commerce.

Aims

Outcome 1 – Political and legal inquiry

Students use inquiry skills to communicate an understanding of the principles, structures, institutions, processes and practices of political and legal systems. In achieving this outcome, students:

- plan ways to collect and organise information for the purpose of a political and legal investigation;
- conduct an investigation using a variety of sources of information;
- process and translate information to make findings and judgements; and
- apply and communicate findings according to purpose and audience.

Outcome 2 – Political and legal systems

Students understand the operation of, and the relationship between political and legal systems. In achieving this outcome, students:

- understand the principles, structures, institutions, processes and practices of political and legal systems; and
- understand the relationships between making, applying and enforcing the law.

Outcome 3 – Stability and change in political and legal systems

Students understand the nature of stability and change in political and legal systems. In achieving this outcome, students:

- understand that a variety of factors can influence the stability of, and changes to political and legal systems; and
- understand that individuals and groups can influence the stability of, and changes to political and legal systems.

Outcome 4 – Citizenship in political and legal systems

Students understand the skills and practices of citizenship and the factors that influence participation in the political and legal system. In achieving this outcome, students:

- understand the skills and practices of citizenship that can allow individuals and groups to participate in the political and legal system; and
- understand that political and legal rights can be influenced by the operation of the political and legal system.

Structure of the syllabus

Unit 1 – Democracy and the rule of law

This unit examines Australia's democratic and common law systems; a non-democratic system; and a non-common law system. This will include a study of the structure of Australia's political and legal system with a focus on parliament as a law-making body, the Australian and WA court system, judge-made laws, civil and criminal trial proceedings in WA.

Unit 2 – Representation and justice

This unit examines representation (principles of fair elections), electoral and voting systems in Australia; the analysis of justice in the Western Australian adversarial system and a non-common law system (case studies of past and contemporary trials will be examined).

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ATAR Psychology

Rationale

This course introduces students to a breadth of knowledge focusing on the psychology of self and others. Psychological knowledge helps us understand factors relating to individuals, such as cognition, or the way we think; biological bases of behaviour; and personality, the enduring traits that distinguish individuals. Psychological knowledge also helps us understand the way that individuals function within groups. This consists of knowledge associated with socialisation, moral development, the formation of attitudes, and also how people relate and communicate. On a larger scale, psychological knowledge can help us to understand how individuals function within different contexts and how this is influenced by culture, shaping people's values, attitudes, and beliefs.

Aims

The ATAR Psychology course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Psychological understandings

Students understand the bases of human behaviour. In achieving this outcome, students:

- understand how human behaviour can be defined, and the relationship between the internal and external factors that influence how humans think, feel and act;
- understand the different theoretical approaches to the various areas or domains of psychology; and
- understand psychology provides scientific explanations of behaviour with particular principles, procedures and approaches to data.

Outcome 2 – Investigating in psychology

Students use information gathering methods to explore and answer questions about human thinking, emotion and behaviour. In achieving this outcome, students:

- develop and select questions and ideas or hypotheses and plan and conduct research to test these ideas in a reliable, valid and ethical way;
- collect, record, classify, quantify and process data and information in organised, logical and ethical ways; and
- interpret and evaluate findings in relation to ideas or hypotheses being tested and reflect on the design of the research.

Outcome 3 – Applying and relating psychological understandings

Students select and apply knowledge, understandings and skills to the study of human behaviour. In achieving this outcome, students:

- use psychological knowledge and understandings to explain thoughts, feelings and behaviour;
- apply knowledge and understandings reflecting the values of the discipline of psychology; and
- explore and interpret human behaviour in the everyday world using psychological theory and principles.

Outcome 4 – Communication in psychology

Students use appropriate skills and processes to communicate their understanding of human behaviour. In achieving this outcome, students:

- use psychological discourse;
- interpret information received and communicate feelings, thoughts and ideas with purpose, understanding and critical awareness; and
- explain psychological understandings to a range of audiences for a range of purposes.

Structure of the syllabus

Unit 1

This unit focuses on a number of concepts that enable students to gain an understanding of how and why people behave the way they do. Students learn about the human brain and explore the impact of external factors on behaviour, such as physical activity and psychoactive drugs. Cognitive processes, such as sensation and perception, and selective and divided attention are investigated. Students examine different types of relationships and the role of verbal and non-verbal communication in initiating, maintaining and regulating these. Students are introduced to ethics in psychological research and carry out investigations.

Unit 2

This unit focuses on developmental psychology. Students analyse twin and adoption studies to gain insight into the nature/nurture debate and look at the role of play in assisting development. Students explore what is meant by the term personality and examine historical perspectives used to explain personality. They also explore behaviour and causes of prejudice. Psychological research methods studied in Unit 1 are further developed.

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General Careers and Employability

Rationale

The General Careers and Employability course aims to provide students with the knowledge, skills and understanding to enable them to plan their future.

The course reflects the importance of career development knowledge, understanding, and skills in securing, creating, and sustaining work. Work is important in deciding the way we live, relate to others and in determining the opportunities we have throughout life. The world of work is complex and constantly changing, and enterprise skills have been identified as a key factor in futures pathways.

Aims

The General Careers and Employability course is designed to achieve the following outcomes.

Outcome 1 – Career and enterprise concepts

Students understand factors that influence their future. In achieving this outcome, students:

- understand factors that determine personal development and learning opportunities;
- understand how workplace practices and procedures influence career development; and
- understand how personal and external resources are accessed and managed for career development.

Outcome 2 – Careers and Employability investigations

Students investigate career development opportunities. In achieving this outcome, students:

- collect and organise information to investigate career development opportunities;
- analyse data and draw conclusions, considering needs, values and beliefs; and
- communicate solutions to career development opportunities.

Outcome 3 – Career development in a changing world

Students understand how the changing world impact on career development opportunities. In achieving this outcome, students:

- understand how technologies influence career development opportunities;
- understand how society, government legislation and policy influence career development opportunities; and
- understand how beliefs, values and attitudes influence career development opportunities.

Outcome 4 – Being enterprising

Students use career competencies to manage career development opportunities. In achieving this outcome, students:

- use initiative, willingness to learn and problem-solving skills;
- use self-management, self-promotion, planning and organisational skills; and
- use communication, technology, networking and teamwork skills.

This course is delivered with students developing, reviewing and updating individual pathway plan and career portfolios to assist in their personal career development.

Structure of the syllabus

Unit 1

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

Unit 2

This unit explores the attributes and skills necessary for employment and provides students with the opportunity to identify their personal strengths and interests and the impact of these on career development opportunities and decisions.

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General Psychology

Rationale

Psychology is the scientific study of how people think, feel, and act. It aims to answer important questions such as what factors influence human development. While there are other disciplines that overlap with psychology's main aim to understand humans, psychology is rigorous in its use of scientific method. This allows for systematic exploration into the complexities of human behaviour based on evidence gathered through planned investigations.

This course introduces students to a breadth of knowledge focusing on the psychology of self and others.

Aims

The General Psychology course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Psychological understandings

- Understand how human behaviour can be defined, and the relationship between the internal and external factors that influence how humans think, feel and act;
- understand the different theoretical approaches to the various areas or domains of psychology; and
- understand psychology provides scientific explanations of behaviour with particular principles, procedures, and approaches to data.

Outcome 2 – Investigating in psychology

- Develop and select questions and ideas or hypotheses, and plan and conduct research to test these ideas in a reliable, valid, and ethical way;
- collect, record, classify, quantify, and process data and information in organised, logical and ethical ways; and
- interpret and evaluate findings in relation to ideas or hypotheses being tested and reflect on the design of the research.

Outcome 3 – Applying and relating psychological understandings

- Use psychological knowledge and understandings to explain thoughts, feelings and behaviour;
- apply knowledge and understandings reflecting the values of the discipline of psychology; and
- explore and interpret human behaviour in the everyday world using psychological theory and principles.

Outcome 4 – Applying and relating psychological understandings

- Use psychological discourse;
- interpret information received and communicate feelings, thoughts and ideas with purpose, understanding and critical awareness; and
- explain psychological understandings to a range of audiences for a range of purposes.

Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1

This unit provides a general introduction to personality and intelligence. Students explore a number of influential theories including Freud's psychodynamic approach, Eysenck's trait theory, and Spearman's theory of general intelligence. Beyond the individual, the impact of culture and others on behaviour is a key focus. Students examine agents of socialisation and the role of verbal and non-verbal communication in initiating, maintaining and regulating relationships. Students are introduced to qualitative and quantitative methods of data collection and explore fundamental ethical considerations pertinent to psychological research.

Unit 2

This unit introduces students to the human brain and the impact of factors influencing behaviour, emotion and thought. The scientific study of development is an important component of psychology, and students review aspects of development and the role of nature and nurture. Students learn about stages of development and the impact of external factors on personality development. The impact of group size on behaviour and the influence of culture in shaping attitudes is explored. Students interpret descriptive data and apply it to create tables, graphs and diagrams, distinguish patterns and draw conclusions.

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General Geography

Rationale

General Geography course (Humanities and Social Sciences) invites students to explore the connections between people, places, and environments. It focuses on real-world challenges such as climate change, natural hazards, urbanisation, and environmental sustainability—helping students understand how these issues affect communities locally and globally.

Aims

Students learn how to collect and analyse information from both primary and secondary sources. This includes hands-on methods like field observations, data collection, mapping, and monitoring, as well as tools like remote sensing, case studies, and reports. These skills are essential for investigating spatial patterns and understanding how environments at risk can be managed and protected.
Geography encourages imagination, creativity, and speculation as powerful ways of thinking. Students develop a deep understanding of the interconnections between places and the processes that shape our world.

Unit 1

This unit explores the spatial patterns and processes related to environments at risk, and to the protection of such environments through management at local, regional and global levels.

Unit 2

This unit explores the natural and cultural characteristics of a region and the processes that have enabled it to change over time and the challenges it may face in the future.

Unit 3

In this unit, students explore the management of hazards and the risks they pose to people and environments. Risk management is defined in terms of preparedness, mitigation and/or prevention.

Unit 4

In this unit, students explore the economic and cultural transformations taking place in the world, the spatial outcomes of these processes, and their social and geopolitical consequences that will enable them to better understand the dynamic nature of the world in which they live.

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Chapter 6

LANGUAGES

(List A Courses)

- **ATAR French Second Language**
- **General French Second Language**
- **ATAR Japanese Second Language**
- **General Japanese Second Language**

NOTE - ATAR Languages courses attract a 10% ATAR bonus. This is only added to a student's final ATAR score.

ATAR French Second Language

Rationale

All students wishing to study a WACE language course are required by SCSA to complete an application form to ensure that they select the course best suited to their linguistic background and educational needs. If you would like to study French in Year 11 and 12 please speak to your Language Teacher to discuss your suitability for the WACE language courses and to get a copy of this application form.

The ATAR French: Second Language course can connect to the world of work, further study and travel. It also offers opportunities for students to participate in student exchange programs between Western Australia and French-speaking communities. The ATAR French Second Language course is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and to provide the foundation for life-long language learning.

This course is aimed at students for whom French is a second, or subsequent, language. These students have not been exposed to, or interacted in, the language outside of the language classroom. They have typically learnt everything they know about the French language and culture through classroom teaching in an Australian school, or similar environment, where English is the language of school instruction. Students have typically studied French for 200–400 hours at the commencement of Year 11 and may have experienced some short stays or exchanges in a country where the language is a medium of communication.

Aims

The ATAR French Second Language course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Listening and responding

Students listen and respond to a range of texts. In achieving this outcome, students:

- use understandings of language, structure and context when listening and responding to texts; and
- use processes and strategies to make meaning when listening.

Outcome 2 – Spoken interaction

Students communicate in French through spoken interaction. In achieving this outcome, students:

- use understandings of language and structure in spoken interactions;
- interact for a range of purposes in a variety of contexts; and
- use processes and strategies to enhance spoken interaction.

Outcome 3 – Viewing, reading and responding

Students view, read, and respond to a range of texts. In achieving this outcome, students:

- use understandings of language, structure and context to respond to texts; and
- use processes and strategies to make meaning when viewing and reading.

Outcome 4 – Writing

Students write a variety of texts in French. In achieving this outcome, students:

- use understandings of language and structure when writing;
- write for a range of purposes and in a variety of contexts; and
- use processes and strategies to enhance writing.

Structure of the syllabus

Unit 1

The unit focus is ***C'est la vie!*** **(That's life!)**. Through the three topics: My Daily Routine, French Sports and Leisure, and Leading a Healthy Lifestyle, students further develop their communication skills in French and gain a broader insight into the language and culture.

Unit 2

The unit focus is ***Voyages*** **(Travel)**. Through the three topics: My Travel Tales and Plans, Australia as a Travel Destination, and Travel in a Modern World, students extend their communication skills in French and gain a broader insight into the language and culture.

General French Second Language

Rationale

This course is designed to consolidate and build on the language and grammar structures introduced in the Year 7-10 curriculum. A pre-requisite for the course is to have studied French up to the end of year 10 level.
All students wishing to study a WACE language course are required by SCSA to complete an application for permission to enrol in a WACE language course to ensure that students select the course best suited to their linguistic background and educational needs. Please speak to your Language Teacher to discuss your suitability for the WACE language courses and to get a copy of this application form.

Aims

The French Second Language General course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Listening and responding

Students listen and respond to a range of texts. In achieving this outcome, students:

- use understanding of language, structure, and context when listening and responding to texts
- use processes and strategies to make meaning when listening.

Outcome 2 – Spoken interaction

Students communicate in French through spoken interaction. In achieving this outcome, students:

- use understanding of language and structure in spoken interactions
- interact for a range of purposes in a variety of contexts
- use processes and strategies to enhance spoken interaction.

Outcome 3 – Viewing, reading, and responding

Students view, read, and respond to a range of texts. In achieving this outcome, students:

- use understandings of language, structure, and context to respond to texts
- use processes and strategies to make meaning when viewing and reading.

Outcome 4 – Writing

Students write a variety of texts in French. In achieving this outcome, students:

- use understanding of language and structure when writing
- write for a range of purposes and in a variety of contexts
- use processes and strategies to enhance writing.

Structure of the syllabus

Unit 1

This unit focuses on ***Le monde des jeunes*** **(A young person's world)**. Through the three topics: My world, your world, Youth culture in a francophone country and Communicating in a modern world, students develop communication skills in French and gain an insight into the language and culture.

Unit 2.

This unit focuses on**:** ***Voyages*****. (Travel).** Through the three topics: My travel tales and plans, Australia as a travel destination and Travel in a modern world, students develop communication skills in French and gain an insight into the language and culture.

ATAR Japanese Second Language

Rationale

All students wishing to study a WACE language course are required by SCSA to complete an application form to ensure that they select the course best suited to their linguistic background and educational needs. If you would like to study Japanese in Year 11 and 12 please speak to your Language Teacher to discuss your suitability for the WACE language courses and to get a copy of this application form.
This course is aimed at students for whom Japanese is a second, or subsequent, language. These students have not been exposed to or interacted in the language outside of the language classroom. They have typically learnt everything they know about the Japanese language and culture, through classroom teaching in an Australian school, or similar environment, where English is the language of school instruction. Students have typically studied Japanese for 200 – 400 hours at the commencement of Year 11 and may have experienced some short stays or exchanges in a country where the language is a medium of communication.

Aims

The ATAR Japanese: Second Language course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Listening and responding

Students listen and respond to a range of texts. In achieving this outcome, students:

- use understandings of language, structure, and context when listening and responding to texts; and
- use processes and strategies to make meaning when listening.

Outcome 2 – Spoken interaction

Students communicate in Japanese through spoken interaction. In achieving this outcome, students:

- use understandings of language and structure in spoken interactions;
- interact for a range of purposes in a variety of contexts; and
- use processes and strategies to enhance spoken interaction.

Outcome 3 – Viewing, reading and responding

Students view, read and respond to a range of texts. In achieving this outcome, students:

- use understandings of language, structure and context to respond to texts; and
- use processes and strategies to make meaning when viewing and reading.

Outcome 4 – Writing

Students write a variety of texts in Japanese. In achieving this outcome, students:

- use understandings of language and structure when writing;
- write for a range of purposes and in a variety of contexts; and
- use processes and strategies to enhance writing.

Structure of the syllabus

Unit 1

This unit focuses on 日常生活 (Daily life). Through the three topics: My life 私の生活, Home life 学校と家での生活, and Daily life 生活をくらべて, students further develop their communication skills in Japanese and gain a broader insight into the language and culture.

Unit 2

This unit focuses on ようこそ、私の国へ！ (Welcome to my country). Through the three topics: Welcoming a guest ようこそ！, Seasonal activities and celebrations しきとイベント, and Healthy lifestyles けんこう, students extend their communication skills in Japanese and gain a broader insight into the language and culture.

General Japanese Second Language

Rationale

This course is designed to consolidate and build on the language and grammar structures introduced in the Year 7-10 curriculum. A prerequisite for the course is the ability to read and write the Hiragana and Katakana scripts proficiently.

All students wishing to study a WACE language course are required to complete an application for permission to enrol in a WACE language course to ensure that students select the course best suited to their linguistic background and educational needs. Please speak to your Language Teacher to discuss your suitability for the WACE language courses and to get a copy of this application form.

Aims

The Japanese: Second Language General course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Listening and responding

Students listen and respond to a range of texts. In achieving this outcome, students:

- use understandings of language, structure and context when listening and responding to texts
- use processes and strategies to make meaning when listening.

Outcome 2 – Spoken interaction

Students communicate in Japanese through spoken interaction. In achieving this outcome, students:

- use understandings of language and structure in spoken interactions
- interact for a range of purposes in a variety of contexts
- use processes and strategies to enhance spoken interaction.

Outcome 3 – Viewing, reading and responding

Students view, read and respond to a range of texts. In achieving this outcome, students:

- use understandings of language, structure and context to respond to texts
- use processes and strategies to make meaning when viewing and reading.

Outcome 4 – Writing

Students write a variety of texts in Japanese. In achieving this outcome, students:

- use understandings of language and structure when writing
- write for a range of purposes and in a variety of contexts
- use processes and strategies to enhance writing.

Structure of the syllabus

Unit 1

This unit focuses on ティーンエージャー (**Teenagers**).Through the three topics: About me 私の事(こと), Student life学生生活(せいかつ), and Connecting with friends コミュニケーション, students develop communication skills in Japanese and gain an insight into the language and culture.

Unit 2

This unit focuses on 近所(きんじょ) **(Neighbourhood)**. Through the three topics: My town私の町, Your neighbourhood あなたの近所, and Out and about 出かけましょう, students develop communication skills in Japanese and gain an insight into the language and culture.

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Chapter 7

MATHEMATICS

(List B Courses)

- **ATAR Mathematics Specialist**
- **ATAR Mathematics Methods**
- **ATAR Mathematics Applications**
- **General Mathematics Essential**

Students intending to enrol in ATAR Mathematics Methods or ATAR Mathematics Specialist must have successfully completed the Year 10 Mathematics 10A (Extension) content.

This content is delivered only in the Year 10.1 and Year 10.4 Mathematics classes.

Students must also achieve a Grade A or B in Year 10 Mathematics to be eligible for enrolment.

Students enrolled in the Year 10 Mathematics Methods Preparatory course must achieve a minimum of 65% to be eligible to select Mathematics Methods in Year 11.

Please note: The Year 10 Mathematics Methods Preparatory course does not prepare students for Mathematics Specialist in Year 11.

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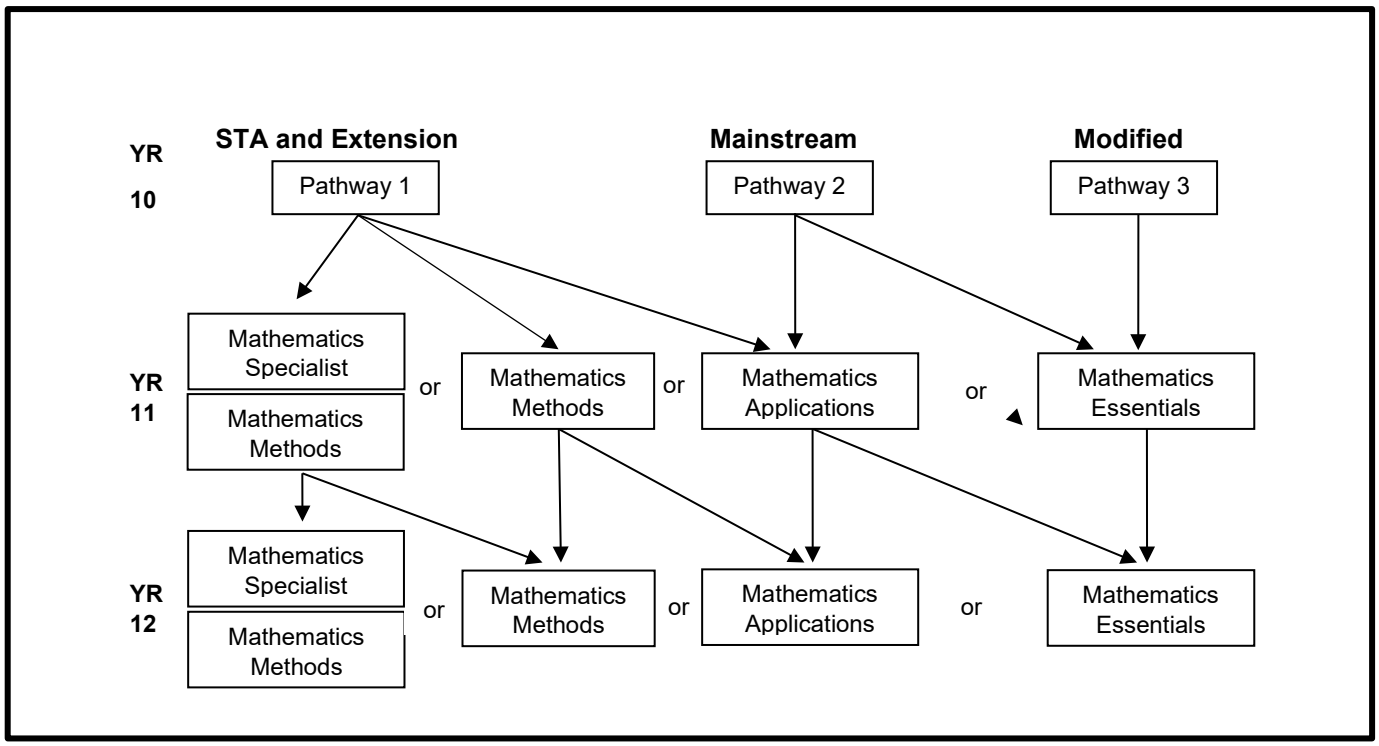
Mathematics Guide for Families

Year 10 Pathways into Year 11 and 12



The Year 10 pathways are designed to provide sound preparation for further Mathematics study in Senior School courses and to ensure that all students have the opportunity to meet the minimum numeracy standard required to achieve WACE. Mathematics Specialist, Methods and Applications are ATAR courses whereas Mathematics Essentials is a general course.

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ATAR Mathematics Specialist

Rationale

ATAR Mathematics Specialist course provides opportunities, beyond those presented in the ATAR Mathematics Methods course, to develop rigorous mathematical arguments and proofs and to use mathematical and statistical models more extensively. Topics are developed systematically and lay the foundations for future studies in quantitative subjects in a coherent and structured fashion. Students of the ATAR Mathematics Specialist course will be able to appreciate the true nature of mathematics, its beauty and its functionality.

The ATAR Mathematics Specialist course has been designed to be taken in conjunction with the ATAR Mathematical Methods course. The subject contains topics in functions, calculus, probability and statistics that build on and deepen the ideas presented in the ATAR Mathematical Methods course and demonstrate their application in many areas. Vectors, complex numbers and matrices are introduced. The ATAR Mathematics Specialist course is designed for students with a strong interest in mathematics, including those intending to study mathematics, statistics, all sciences and associated fields, economics or engineering at university.

For all content areas of the ATAR Mathematics Specialist course, the proficiency strands of the Year 7–10 curriculum continue to be applicable and should be inherent in students' learning of the subject. These strands are Understanding, Fluency, Problem-solving and Reasoning, and they are both essential and mutually reinforcing. For all content areas, practice allows students to achieve fluency of skills, such as finding the scalar product of two vectors or finding the area of a region contained between curves, freeing up working memory for more complex aspects of problem-solving. In the ATAR Mathematics Specialist course, the formal explanation of reasoning through mathematical proof takes on an important role, and the ability to present the solution of any problem in a logical and clear manner is of paramount importance. The ability to transfer skills learned to solve one class of problem, for example, integration, to solve another class of problem, such as in biology, kinematics or statistics, is a vital part of mathematics learning in this subject.

The ATAR Mathematics Specialist course is structured over four units. The topics in Unit 1 broaden students' mathematical experience and provide different scenarios for incorporating mathematical arguments and problem-solving. The unit blends algebraic and geometric thinking. In this subject, there is a progression of content, applications, level of sophistication and abstraction. For example, in Unit 1, vectors for two-dimensional space are introduced, and in Unit 3, vectors are studied for three-dimensional space. The Unit 3 vector topic leads to the establishment of the equations of lines and planes, and this in turn, prepares students for an introduction to solving simultaneous equations in three variables. The study of calculus, which is developed in the ATAR Mathematical Methods course, is applied in vectors in Unit 3 and applications of calculus and statistics in Unit 4.

Aims

The ATAR Mathematics Specialist course aims to develop students':

- understanding of concepts and techniques drawn from combinatorics, geometry, trigonometry, complex numbers, vectors, matrices, calculus, and statistics;
- ability to solve applied problems using concepts and techniques drawn from combinatorics, geometry, trigonometry, complex numbers, vectors, matrices, calculus, and statistics;
- capacity to choose and use technology appropriately;
- reasoning in mathematical and statistical contexts and interpretation of mathematical and statistical information, including ascertaining the reasonableness of solutions to problems;
- capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language; and
- ability to construct proofs.

Structure of the syllabus

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

Organisation of content

Unit 1 contains these three topics:

- Functions and graphs
- Trigonometric functions
- Counting and probability

Unit 2 contains these three topics:

- Trigonometry
- Matrices
- Real and complex numbers

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ATAR Mathematics Methods

Rationale

The major themes of the ATAR Mathematics Methods course are calculus and statistics. They include, as necessary prerequisites, studies of algebra, functions and their graphs, and probability. They are developed systematically, with increasing levels of sophistication and complexity. Calculus is essential for developing an understanding of the physical world because many of the laws of science are relationships involving rates of change. Statistics is used to describe and analyse phenomena involving uncertainty and variation. For these reasons, this course provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences. This course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

For all content areas of the ATAR Mathematics Methods course, the proficiency strands of the Year 7–10 curriculum continue to be applicable and should be inherent in students' learning of this course. These strands are Understanding, Fluency, Problem-solving and Reasoning, and they are both essential and mutually reinforcing. For all content areas, practice allows students to achieve fluency in skills, such as calculating derivatives and integrals, or solving quadratic equations, and frees up working memory for more complex aspects of problem solving. The ability to transfer skills to solve problems based on a wide range of applications is a vital part of this course. Because both calculus and statistics are widely applicable as models of the world around us, there is ample opportunity for problem-solving throughout the course.

The ATAR Mathematics Methods course is structured over four units. The topics in Unit 1 build on students' mathematical experience. The topics 'Functions and Graphs', 'Trigonometric Functions' and 'Counting and Probability' all follow on from topics in the Year 7–10 curriculum from the strands Number and Algebra, Measurement and Geometry, and Statistics and Probability. In this course, there is a progression of content and applications in all areas. For example, in Unit 2, differential calculus is introduced, and then further developed in Unit 3, where integral calculus is introduced. Discrete probability distributions are introduced in Unit 3, and then continuous probability distributions and an introduction to statistical inference conclude Unit 4.

Aims

The ATAR Mathematics Methods course aims to develop students':

- understanding of concepts and techniques drawn from algebra, the study of functions, calculus, probability and statistics;
- ability to solve applied problems using concepts and techniques drawn from algebra, functions, calculus, probability and statistics;
- reasoning in mathematical and statistical contexts and interpretation of mathematical and statistical information, including ascertaining the reasonableness of solutions to problems;
- capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language; and
- capacity to choose and use technology appropriately and efficiently.

Structure of the syllabus

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

Unit 1

The unit contains the three topics:

- Functions and graphs
- Trigonometric functions
- Counting and probability

Unit 2

The unit contains the three topics:

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

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ATAR Mathematics Applications

Rationale

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

The proficiency strands of the Year 7 to 10 curriculum – Understanding, Fluency, Problem-solving and Reasoning – continue to be relevant and are inherent in all aspects of this course. Each of these proficiencies is essential and mutually reinforcing. Fluency, for example, might include learning to perform routine calculations efficiently and accurately, or being able to recognise quickly from a problem description the appropriate mathematical process or model to apply. Understanding that a single mathematical process can be used in seemingly different situations helps students to see the connections between different areas of study and encourages the transfer of learning. This is an important part of learning the art of mathematical problem-solving. In performing such analyses, reasoning is required at each decision-making step and in drawing appropriate conclusions. Presenting the analysis in a logical and clear manner to explain the reasoning used is also an integral part of the learning process.

Throughout the course, there is an emphasis on the use and application of digital technologies.

Aims

The ATAR Mathematics Applications course aims to develop students':

- understanding of concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics;
- ability to solve applied problems using concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics;
- reasoning and interpretive skills in mathematical and statistical contexts;
- capacity to communicate the results of a mathematical or statistical problem-solving activity in a concise and systematic manner using appropriate mathematical and statistical language; and
- capacity to choose and use technology appropriately and efficiently.

Structure of the syllabus

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

Organisation of content

Unit 1

The unit contains the three topics:

- Consumer arithmetic
- Algebra and matrices
- Shape and measurement

Unit 2

The unit contains the three topics:

- Univariate data analysis and the statistical investigation process
- Applications of trigonometry
- Linear equations and their graphs

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General Mathematics Essential

Rationale

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

For all content areas of the General Mathematics Essential course, the proficiency strands of understanding, fluency, problem solving and reasoning from the Year 7–10 curriculum continue to be very much applicable and should be inherent in students' learning of the course. Each of these is essential and mutually reinforcing. For all content areas, practice, together with a focus on understanding, allows students to develop fluency in their skills. Students will encounter opportunities for problem solving, such as finding the interest on a sum of money to enable comparison between different types of loans. In the General Mathematics Essential course, reasoning includes critically interpreting and analysing information represented through graphs, tables and other statistical representations to make informed decisions. The ability to transfer mathematical skills between contexts is a vital part of learning in this course. For example, familiarity with the concept of a rate enables students to solve a wide range of practical problems, such as fuel consumption, travel times, interest payments, taxation, and population growth.

The content of the General Mathematics Essential course is designed to be taught within contexts that are relevant to the needs of the particular student cohort. The skills and understandings developed throughout the course will be further enhanced and reinforced through presentation related to areas encountered in vocational education and training (VET).

Aims

The General Mathematics Essential course aims to develop students' capacity, disposition and confidence to:

- understand concepts and techniques drawn from mathematics and statistics;
- solve applied problems using concepts and techniques drawn from mathematics and statistics;
- use reasoning and interpretive skills in mathematical and statistical contexts;
- communicate in a concise and systematic manner using appropriate mathematical and statistical language; and
- choose and use technology appropriately.

Structure of the syllabus

Unit 1

This unit includes the following four topics:

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

Unit 2

This unit includes the following four topics:

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

Throughout each unit, students apply the mathematical thinking process to real-world problems.

- Interpret the task and gather the key information;
- identify the mathematics which could help to complete the task;
- analyse information and data from a variety of sources;
- apply their existing mathematical knowledge and strategies to obtain a solution;
- verify the reasonableness of the solution; and
- communicate findings in a systematic and concise manner.

In Unit 2, students apply the statistical investigation process to real-world tasks.

- Clarify the problem and pose one or more questions that can be answered with data;
- design and implement a plan to collect or obtain appropriate data;
- select and apply appropriate graphical or numerical techniques to analyse the data;
- interpret the results of this analysis and relate the interpretation to the original question; and
- communicate findings in a systematic and concise manner.

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Chapter 8

SCIENCE

(List B Courses)

- ATAR Biology
- ATAR Chemistry
- ATAR Human Biology
- ATAR Physics
- General Science in Practice
  (Forensic Science and Sustainability)

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Science Guide for Families

Year 10 Pathways into Year 11 and 12

Year 11 Science Courses	Expected achievement requirements in Year 10
ATAR Biology	A or high B grade in Science Teacher Recommendation.
ATAR Chemistry	A or high B grade in Science A or B grade in Year 10 Mathematics Teacher Recommendation
ATAR Human Biology	A or high B grade in Science Teacher recommendation.
ATAR Physics	A or high B grade in Science A or B grade in Year 10 Mathematics Teacher recommendation.
General Human Biology General Science in Practice	C grade in Year 10 Science

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ATAR Biology

Rationale

A unique appreciation of life and a better understanding of the living world are gained through studying the Biology ATAR course. This course encourages students to be analytical, to participate in problem-solving and to systematically explore fascinating and intriguing aspects of living systems, from the microscopic level through to ecosystems.

Students develop a range of practical skills and techniques through investigations and fieldwork in authentic contexts, such as marine reefs, endangered species, urban ecology, or biotechnology. Scientific evidence is used to make informed decisions about controversial issues.

Studying the ATAR Biology course provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. Understanding of biological concepts, as well as general science knowledge and skills, is relevant to a range of careers, including those in medical, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and eco-tourism. This course will also provide a foundation for students to critically consider and to make informed decisions about contemporary biological issues in their everyday lives.

Aims

The ATAR Biology course aims to develop students':

- sense of wonder and curiosity about life and respect for all living things and the environment;
- understanding of how biological systems interact and are interrelated; the flow of matter and energy through and between these systems; and the processes by which they persist and change;
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics;
- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts;
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence;
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and
- ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Structure of the syllabus

Unit 1 – Ecosystems and biodiversity

In this unit, students analyse abiotic and biotic ecosystem components and their interactions, using classification systems for data collection, comparison and evaluation.

Unit 2 – From single cells to multicellular organisms

In this unit, students investigate the interdependent components of the cell system and the multiple interacting systems in multicellular organisms.

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ATAR Chemistry

Rationale

The Chemistry ATAR course equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Theories and models are used to describe, explain and make predictions about chemical systems, structures and properties. Students recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis and informed decision making.

This course prepares students to be responsible and efficient users of specialised chemical products and processes at home or in the workplace. It also enables students to relate chemistry to other sciences, including biology, geology, medicine, molecular biology and agriculture, and prepares them for further study in the sciences.

Aims

The ATAR Chemistry course aims to develop students':

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world;
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties;
- understanding of the factors that affect chemical systems, and how chemical systems can be controlled to produce desired products;
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision making;
- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence;
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions; and
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

Structure of the syllabus

Unit 1 – Chemical fundamentals: structure, properties and reactions

In this unit, students use models of atomic structure and bonding to explain the macroscopic properties of materials. Students develop their understanding of the energy changes associated with chemical reactions and the use of chemical equations to calculate the masses of substances involved in chemical reactions.

Unit 2 – Molecular interactions and reactions

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

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ATAR Human Biology

Rationale

The Human Biology ATAR course gives students a chance to explore what it is to be human—how the human body works, the origins of human variation, inheritance in humans, the evolution of the human species and population genetics. Through their investigations, students research new discoveries that increase our understanding of human dysfunction, treatments and preventative measures. Practical tasks are an integral part of this course and develop a range of laboratory skills, for example, biotechnology techniques. Students learn to evaluate risks and benefits to make informed decisions about lifestyle and health topics, such as diet, alternative medical treatments, use of chemical substances and the manipulation of fertility.

The course content deals directly and indirectly with many different occupations in fields such as science education, medical and paramedical fields, food and hospitality, childcare, sport and social work. Appreciation of the range and scope of such professions broadens their horizons and enables them to make informed choices.

Aims

The ATAR Human Biology course aims to develop students':

- understanding of the structure and function of human biological systems, and the importance of inheritance and reproductive systems in maintaining the human species
- knowledge and understanding of human biological systems in a wide range of real-world contexts
- investigative skills, including planning and conducting investigations, collecting and analysing qualitative and quantitative data and interpreting evidence
- critical evaluation of scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- use of appropriate representations, multimodal mechanisms and platforms to communicate scientific understandings.

Structure of the syllabus

Unit 1 – The functioning human body

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

Unit 2 – Reproduction and inheritance

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

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ATAR Physics

Rationale

In the Physics ATAR course, students will learn how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom's electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies. Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena. Students plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format. Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this course.

Students learn how an understanding of physics is central to the identification of, and solutions to, some of the key issues facing an increasingly globalised society. They consider how physics contributes to diverse areas in contemporary life, such as engineering, renewable energy generation, communication, development of new materials, transport and vehicle safety, medical science, an understanding of climate change, and the exploration of the universe.

Aims

The ATAR Physics course aims to develop students':

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society;
- understanding that diverse natural phenomena may be explained, analysed, and predicted using concepts, models and theories that provide a reliable basis for action;
- understanding of the ways in which matter and energy interact in physical systems across a range of scales;
- understanding of the ways in which models and theories are refined and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local, and global issues
- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence;
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and
- ability to communicate physics understanding, findings, arguments, and conclusions using appropriate representations, modes and genres.

Structure of the syllabus

Unit 1 – Motion, forces and energy

Students describe, explain and predict linear motion and mechanical and thermal energy.

Unit 2 – Waves, nuclear and electrical physics

Students investigate the application of wave models to sound phenomena, radioactivity and nuclear reactions, and investigate energy transfer and transformation in electrical circuits.

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General Science in Practice

Rationale

The Science in Practice General course develops students' awareness and understanding of science beyond the classroom through authentic, real-world experiences. In this practical course, students explore, experience and learn concepts and practical skills valued in multidisciplinary science, workplaces and other settings. Workplace health and safety practices are embedded and focus on building knowledge and skills in working safely, effectively and efficiently in practical, workplace and real-life situations.

Aims

- use of the scientific method for a variety of investigations to demonstrate understanding of the natural and technological world
- application of workplace health and safety requirements and practices while working in the laboratory or the field
- ability to ask questions and draw evidence-based conclusions using scientific knowledge and practices
- use of appropriate terms, conventions and representations to demonstrate understanding of
- context-specific scientific concepts
- application of knowledge to solve problems and make informed decisions that impact on themselves and society
- use of appropriate representations, multimodal mechanisms and platforms to communicate scientific understandings.

Organisation of content

The Science in Practice General course develops student learning through four main content areas: Scientific Method, Workplace Health and Safety, Scientific Literacy and Science Understanding. These content areas are taught in an integrated way.

Unit 1- Forensic Science (Biology and Chemistry)

In this unit, students will explore how biological and chemical evidence can be used by forensic investigation officers for identification and to determine time and cause of death. Students will develop their science understanding and skills in biology, chemistry and data handling though a variety of practical activities.

Unit 2- Sustainability (Chemistry and Earth Science)

As a global trend, our current lifestyle is unsustainable, with demand for resources being greater than supply. This leads to negative impacts on the Earth, including increased greenhouse gases, reduced water availability and excessive plastic waste. Responsibility for reducing the impacts on the Earth lies with all of us, from big businesses to personal lifestyle choices. They develop an understanding of some of the broader aspects of sustainability by exploring a current issue of local relevance.

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Chapter 9

TECHNOLOGY & ENTERPRISE

(List B Courses **except General Business Management and General Children, Family & Community**)

- **ATAR Accounting & Finance**
- **ATAR Computer Science**
- **General Automotive Engineering & Technology**
- **General Children, Family & Community**
- **General Food Science and Technology**
- **General Design Photography**
- **General Design Technical Graphics**
- **General Materials, Design & Technology Woodwork**
- **General Materials, Design & Technology Metalwork**
- **General Engineering Studies (Mechatronics)**

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ATAR Accounting and Finance

Rationale

ATAR Accounting and Finance will provide students with an understanding of the concepts and procedures needed to process the financial records of a small business, as well as the ethical, social, and environmental issues involved.

Financial literacy gives individuals the ability to make sound financial judgements. In an age when many business practices and ethical standards are being questioned, awareness of the ways financial practices impact on their lives helps students take responsibility for their own financial commitments. It gives them the problem-solving skills to operate at many levels of financial decision-making.

Through engagement with the course, students develop an understanding of the fundamentals on which accounting and financial management are based. Many students will find themselves self-employed, and there is a high probability they will have to engage in some form of accounting practices. Having an understanding of these practices enables them to analyse their own financial data and make informed decisions based on that analysis. Demand for professionals with an accounting background is at a premium and can assist in many different career pathways including, but not limited to, management (eg. sports manager, CEO), finance sector, law (eg. forensic accountant), banking, engineering (eg. costing of projects) and also for anyone who would like to own and operate their own small business in the future.

Aims

The ATAR Accounting and Finance course is designed to facilitate achievement of the following outcomes:

Outcome 1 – Financial conceptual understanding

Students understand the concepts, principles, systems, and structures that are fundamental to accounting and other financial processes. In achieving this outcome, students:

- understand the concepts and principles of financial decision making;
- understand the elements of financial systems; and
- understand the relationship between the purpose and structure of financial information.

Outcome 2 – Factors influencing financial decisions

Students understand the interrelationship between financial decisions and the individual, society and the environment. In achieving this outcome, students:

- understand the influence of values and ethics on financial decisions;
- understand that government policies, legal requirements and other regulations influence financial decisions; and
- understand the impact of societal and environmental factors on financial decisions.

Outcome 3 – Financial systems

Students explore and apply appropriate financial systems to meet personal and organisational needs. In achieving this outcome, students:

- explore and select an appropriate financial system to meet user needs;
- use a financial system to record and present information; and
- adapt and/or customise a financial system to meet user needs.

Outcome 4 – Analysis and interpretation of financial information

Students select, use and interpret financial information. In achieving this outcome, students:

- select financial information for analysis and use appropriate techniques;
- draw conclusions from financial information; and
- recommend appropriate action based on financial information analysis.

Structure of the syllabus

Unit 1

The focus for this unit is on double-entry accounting for small businesses. Students will develop and apply the fundamental principles in accounting to a variety of situations.

Unit 2

The focus for this unit is on accrual accounting. Students will prepare and analyse various financial statements for business.

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ATAR Computer Science

Rationale

The Computer Science ATAR course builds on the core principles, concepts, and skills developed in the Digital Technologies subject in previous years. Students utilise and enhance established analysis and algorithm design skills to create innovative digital solutions to real-world problems. In the process, students develop computational, algorithmic, and systems thinking skills that can be successfully applied to problems across domains outside Information Technology. In addition to the development of software, the essential concepts of networking, data management, and cybersecurity are explored. With the vast amounts of data collected in our increasingly digital world, especially in the information-intensive business and scientific disciplines, data management is becoming essential. Similarly, with more and more devices connecting to the internet, cybersecurity is a major issue for society, and the world continues to look for new, young experts to emerge in this field.

Ethical considerations, security requirements, and legal factors affect society as a whole, and their influence and impact on the development of digital solutions are explored.

This course provides students with options in a range of post-school pathways. The course has been designed to meet the expectations of tertiary institutions, and students will be well prepared for further study in university and TAFE courses. It provides a sound understanding of computer science to support students pursuing further studies and employment in other areas, including Science, Technology, Engineering, Mathematics, and Business, all of which are underpinned and driven by advances in Computer Science.

Aims

The Computer Science ATAR course aims to develop students':

- skills in
  - designing, maintaining, adapting, and producing relational databases and digital solutions;
  - solving problems using algorithms, data structures, and programming languages; and
  - assessing cybersecurity issues within a digital environment to apply appropriate responses.

- understanding of the design, application, and interactions of data and software in digital systems through the creation and maintenance of relational databases, network data transmission, and programming constructs;
- understanding of how to apply a technology process accurately to develop a digital solution;
- Understanding of the interrelationships between the development and use of digital solutions, for individuals and societies in relation to the legal and ethical implications of software design, data management, and cyber threats.

Structure of the syllabus

Unit 1 – Design and development of programming and networking solutions

In this unit, students gain knowledge and skills to create software solutions. They use algorithms and structured programming to design and implement software solutions for a range of problems. They consider the complex interactions between users, developers, the law, ethics, and society when computer systems are used and developed. Students learn about network communications and the transfer of data through a network.

Unit 2 – Design and development of database solutions and cyber security considerations

In this unit, students learn about the design concepts and tools used to develop relational database systems. Students gain knowledge and skills to create database solutions and create queries to extract relevant information. Students consider the security of network communications, exploring a range of threats and measures used to keep networks secure. Students examine attitudes and values involved in the creation and use of computer-based systems and their effect on society. They examine the ethical and legal obligations of the user and developer in the collection and storage of data.

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General Automotive Engineering & Technology

Rationale

The General Automotive Engineering and Technology course is a practical course that is delivered in the Leeming SHS Automotive Trade Training Centre. This course exposes students to the component parts, accessories, systems, and technologies of the automotive vehicle. They learn the principles underpinning the operation of vehicle systems and sub-systems. They also develop the knowledge and skills needed to service, maintain, and repair these systems. Workshop activities provide them with opportunities to learn about the range of components and materials used in the manufacture of automotive vehicles.

Students plan for and manage the repair, assembly, and manipulation of vehicle systems using computer-assisted technology and adhere to occupational safety and health (OSH) practices and procedures. They also develop effective communication and teamwork skills when developing solutions to the planning and managing of automotive vehicle systems. The course offers consumer guidance in the areas of car ownership, insurance, buying, financing, maintenance, and running costs, as well as career and vocational information related to the automotive vehicle industry.

Aims

The General Automotive Engineering and Technology course is designed to facilitate achievement of the following outcomes:

Outcome 1 – Automotive technology process

Students apply a technology process to create or modify products, processes, systems, services or environments to meet human needs and realise opportunities. In achieving this outcome, students:

- investigate information, needs and opportunities related to automotive design and manipulation of automotive systems;
- devise methods to analyse and test automotive systems;
- produce solutions and prepare production proposals to manipulate automotive systems; and
- evaluate the usefulness of the automotive system for the end user.

Outcome 2 – Automotive understandings

Students understand the automotive scientific theory and interrelationships of automotive systems. In achieving this, students:

- understand the automotive scientific theory and principles of components;
- understand the automotive operation of components associated with automotive systems; and
- understand interactions between automotive vehicle components and subsystems in relation to the manufacture of vehicles, plant and equipment.

Outcome 3 – Automotive technology skills

Students apply organisational, operational and technological skills appropriate to the automotive industry. In achieving this, students:

- apply the initiative and organisational skills required to manage work activities in a team environment;
- apply the operations necessary to achieve solutions to automotive challenges; and
- select and use tools and equipment safely.

Outcome 4 – Automotive technology in society

Students understand the relationship between automotive technology and the environment. In achieving this, students:

- understand the impact of automotive technologies on society and the environment; and
- understand the strategies used for the safety and sustainability of automotive technology in society.

Structure of the syllabus

Unit 1

In this unit, students develop an understanding of automotive vehicles and the basic principles and systems around which automotive vehicles function. Under guidance, they study the different systems of an automotive vehicle, and follow basic rules associated with automotive workshops. They develop skills to check and maintain the safe operation of an automotive vehicle, using the correct selection of tools and safe workshop practices. They examine how the different uses of automotive vehicles have affected our society and the environment.

Unit 2

In this unit, students develop knowledge and skills involved with servicing automotive vehicles for purposes of maintenance and repair, in combination with an understanding of automotive engineering principles. Students develop knowledge and skills involved with the different systems and sub-systems in automotive vehicles for purposes of maintenance and repair. They use occupational safety and health (OSH) rules and regulations to plan and manage safe working practices. Students develop an understanding of the different influences automotive technologies have on the society and environment.

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General Children, Family and the Community

Rationale

This General course caters for students seeking career pathways in areas such as education, nursing, community services, childcare, and health. Students develop an understanding of the social, cultural, environmental, economic, political, and technological factors that have an impact on the ability of individuals and families to develop skills and lead healthy lives. Through the study of developmental theories, students develop an understanding of human growth and the domains of development. Students explore products, services, and systems that address issues to meet the needs of individuals, families, and communities.

Aims

Outcome 1 – Exploring human development

Students understand factors that optimise human growth and development. In achieving this outcome, students:

- understand growth and development of individuals;
- understand factors that impact on growth and development; and
- understand strategies designed to promote growth and development.

Outcome 2 – Applying the technology process

Students apply the technology process to meet human needs. In achieving this outcome, students:

- investigate issues, values, needs and opportunities;
- generate ideas when devising production proposals;
- organise, implement and adjust production processes;
- produce a product, service or system; and
- evaluate intentions, plans and actions.

Outcome 3 – Self-management and interpersonal skills

Students apply self-management and interpersonal skills. In achieving this outcome, students:

- apply self-management skills to meet human needs;
- apply interpersonal skills to establish and maintain relationships; and
- communicate information for a range of purposes and audiences.

Outcome 4 – Society and support systems

Students understand the interrelationships between individuals, families and societies. In achieving this outcome, students:

- understand the relationship between beliefs and values and the management and use of resources and support systems;
- understand that social issues and trends result from social, cultural, environmental, economic and political forces; and
- understand that political and legal systems are shaped by the rights and responsibilities of individuals, families and communities.

Structure of the syllabus

Unit 1 – Building on relationships

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

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

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

Unit 2 – My place in the world

In this unit, students examine the effect on an individual's development and well-being 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.

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General Food Science & Technology

Rationale

In the General Food Science and Technology course, students develop their interests and skills through the design, production, and management of food-related tasks. They develop knowledge of food and apply these in practical situations. Students explore innovations in science and technology and changing consumer demands. New and emerging foods encourage the design, development and marketing of a range of products, services and systems.

Aims

The General Food Science and Technology course is designed to facilitate achievement of the following outcomes:

Outcome 1 – Understanding food

Students understand foods are used and processed to meet identified needs. In achieving this outcome, students:

- understand the properties of foods and related equipment used to meet needs;
- understand foods are used to meet the body's needs; and
- understand the nature and operation of food-related systems.

Outcome 2 – Developing food opportunities

Students apply the technology process to develop food-related products, services or systems. In achieving this outcome, students:

- investigate issues, values, needs and opportunities;
- devise and generate ideas and prepare production proposals;
- organise, implement and manage production processes in food-related environments;
- produce food products, services or systems; and
- evaluate plans, results and actions.

Outcome 3 – Working in food environments

Students apply skills and operational procedures to work in productive food-related environments. In achieving this outcome, students:

- apply self-management and communication skills in food-related environments;
- apply organisational skills when undertaking food-related challenges and activities; and
- apply operational procedures and practical skills to safely meet defined standards.

Outcome 4 – Understanding food in society

Students apply skills and operational procedures to work in productive food-related environments. In achieving this outcome, students:

- understand that beliefs and values of consumers and producers impact on food-related technologies;
- understand that resource management decisions affect developments in food-related industries; and
- understand the importance of safe, sustainable practices when developing and using food-related technologies.

Structure of the syllabus

Unit 1 – Food choices and health

This unit focuses on the sensory and physical properties of food that affect the consumption of raw and processed foods. Students investigate balanced diets, the function of nutrients in the body, and apply nutrition concepts that promote healthy eating. They study health and environmental issues that arise from lifestyle choices and investigate factors which influence the purchase of locally produced commodities.
Students devise food products, interpret and adapt recipes to prepare healthy meals and snacks that meet individual needs. They demonstrate a variety of *mise-en-place* and precision cutting skills, and processing techniques to ensure that safe food handling practices prevent food contamination. Students recognise the importance of using appropriate equipment, accurate measurement and work individually, and in teams, to generate food products and systems.

Unit 2 – Food for communities

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

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General Design Photography

Rationale

Design involves the strategic development, planning and production of images for visual communication. It deals with the effective and efficient communication of ideas, values, beliefs, attitudes, messages and information to specific audiences for specific purposes and with specific intentions.

In the context of Photography, design solutions are produced using digital photographic systems. In these practically based units Nikon digital SLR cameras in both DX and FX format are used for image capture. Images are created in both studio and field locations. Field assignments are photographed at locations away from the school to offer the students a greater variety of environments and opportunities in image capture for their design solutions. It is expected that students will capture images out of school using either loaned school or personal cameras. Without ongoing capture of images, students will not be able to complete the coursework. The images are processed using a variety of software applications, including Adobe Photoshop.

Design projects allow students to demonstrate their skills, techniques and application of design principles and processes. The tasks build to produce a folio of work in both digital and printed form. The folio may be used to assist the student to gain employment or entrance to further education courses at both vocational and tertiary level.

There is potential for students to develop transferable skills and vocational competencies while devising solutions to design briefs.

Aims

The General Design course is designed to facilitate achievement of the following outcomes:

Outcome 1 – Design understandings

Students understand that design theory, audience response, and design principles are reflected in design. In achieving this outcome, students:

- understand that communication theories are demonstrated in design; and
- understand that design and audience behaviours are related.

Outcome 2 – Design process

Students apply the design process to develop design solutions. In achieving this outcome, students:

- generate ideas to develop design solutions; and
- refine the development of design solutions.

Outcome 3 – Application of design

Students use skills, techniques and methods to plan, construct and produce design creations. In achieving this outcome, students:

- use interpretative skills when constructing design creations;
- use design skills, techniques and methods to construct creations; and
- use planning and production methodologies to construct design creations.

Outcome 4 – Design in society

Students understand the relationship between design, society and culture. In achieving this outcome, students:

- understand how values, beliefs and attitudes are communicated and learned through design;
- understand responsibilities and issues in developing design; and
- understand relationships between social practices and design.

Structure of the syllabus

Unit 1 – Design fundamentals

The focus of this practically based unit is to introduce design process and practice. Students learn that design can be used to provide solutions to design problems and communication needs.

Unit 2 – Personal design

In this practically based unit the medium of photography is used to explore personal design. Students learn that they visually communicate aspects of their personality, values and beliefs through their affiliations and their manipulation of personal surroundings and environments.

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General Design Technical Graphics

Rationale

The goals of the General Design Technical Graphics course are to facilitate a deeper understanding of how design works, and how ideas, beliefs, values, attitudes, messages and information are effectively communicated to specific audiences with specific intentions or purposes via visual media forms. This course aims to achieve these goals by exposing students to a variety of communication forms and a thorough exploration of design through Technical Graphics.

In the General Design course in the context of Technical Graphics, students will develop skills using traditional equipment, computer-aided design and 3D modelling software. Design projects will allow students to use these skills to explore and solve design problems, culminating in a design folio and prototype solutions produced on a large format printer, a vinyl cutting plotter and/or a 3D printer.

In this course, students develop an understanding of contemporary skills required for current and future industry and employment markets. This course also emphasises the scope of design in professional and trade-based industries, allowing students to maximise future pathways.

Aims

The General Design course is designed to facilitate achievement of the following outcomes:

Outcome 1 – Design understandings

Students understand that design theory, audience response, and design principles are reflected in design. In achieving this outcome, students:

- understand that communication theories are demonstrated in design; and
- understand that design and audience behaviours are related.

Outcome 2 – Design process

Students apply the design process to develop design solutions. In achieving this outcome, students:

- generate ideas to develop design solutions; and
- refine the development of design solutions.

Outcome 3 – Application of design

Students use skills, techniques, and methods to plan, construct, and produce design creations. In achieving this outcome, students:

- use interpretative skills when constructing design creations;
- use design skills, techniques, and methods to construct creations; and
- use planning and production methodologies to construct design creations.

Outcome 4 – Design in society

Students understand the relationship between design, society, and culture. In achieving this outcome, students:

- understand how values, beliefs, and attitudes are communicated and learned through design;
- understand responsibilities and issues in developing design; and
- understand relationships between social practices and design.

Structure of the syllabus

Unit 1 – Design fundamentals

The focus of this unit is to introduce design process and practice. Students learn that design can be used to provide solutions to design problems and communication needs.

Unit 2 – Personal design

The focus of this unit is personal design. Students learn that they visually communicate aspects of their personality, values, and beliefs through their affiliations and their manipulation of personal surroundings and environments.
Technical Graphics uses conventions of technical drawing, computer-aided design, and graphic design to create designs that deal with two and three-dimensional subjects, usually of an industrial nature.

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General Materials, Design & Technology Woodwork

Rationale

The General Materials, Design and Technology Woodwork course is a practical course, focused on learning and producing well-designed projects in a safe learning environment. Design and construction skills are developed through exercises and projects, leading students into designing and making a major furniture piece of their own choice.

This course is outcomes based and involves the combination of theory and practice. The theory develops knowledge and understanding that helps students make good decisions on the design, selection of materials and construction methods. A variety of machines, appropriate jigs, tools and processes are introduced to demonstrate a range of production techniques in furniture.

Aims

Outcome 1 – Technology process

Students apply a technology process to create or modify products, processes or systems in order to meet specific needs. In achieving this outcome, students:

- investigate issues, values, needs and opportunities;
- devise and generate ideas and prepare production ideas;
- produce solutions and manage the construction process; and
- Evaluate intentions, plans and actions.

Outcome 2 – Understanding the use of materials

Students understand how the nature of materials influences design, development and use. In achieving this outcome, students:

- understand the structure of materials;
- understand the relationship between the structure and properties of materials; and
- Understand how to select appropriate materials based on their structure and properties, and understand how these characteristics influence design, development and usage.

Outcome 3 – Using technology skills

Students create material products safely and efficiently to specified standards. In achieving this outcome, students:

- plan and manage resources to create products within specified limits;
- select and apply appropriate techniques and procedures; and
- Manipulate equipment and resources safely to meet DOSHWA standards.

Outcome 4 – Understanding materials, society and the environment

Students understand the relationship between people, the environment and the use of materials. In achieving this outcome, students:

- understand how values and beliefs influence materials selection, design and technology;
- understand the impact and consequences on society and the environment when selecting and using materials, designs and technologies; and
- Understand strategies for safe and sustainable practices when developing and using materials, designs and technologies.

Structure of the syllabus

Unit 1

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

Unit 2

Students interact with products designed for a specific market. They use a range of techniques to gather information about existing products and apply the fundamentals of design. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing what they design.
Throughout the process, students learn about the origins, classifications, properties, and suitability for end use of materials they are working with. Students are introduced to a range of technology skills and are encouraged to generate ideas and realise them through the production of their design projects. They work within a defined environment and learn to use a variety of relevant technologies safely and effectively.

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General Materials, Design & Technology Metalwork

Rationale

The General Materials, Design and Technology Metalwork course is a practical course, focused on learning and producing well-designed projects in a safe learning environment. Design and construction skills are developed through exercises and projects, leading students into designing and making a major metal project of their own choice.

This course is outcomes-based and involves the combination of theory and practice. The theory develops knowledge and understanding that helps students make good decisions on the design, selection of materials and construction methods. A variety of machines, appropriate tools and processes are introduced to demonstrate a range of production techniques in metalwork.

Aims

Outcome 1 – Technology process

Students apply a technology process to create or modify products, processes, or systems in order to meet human needs and realise opportunities. In achieving this outcome, students:

- investigate issues, values, needs, and opportunities;
- devise and generate ideas and prepare production proposals;
- produce solutions and manage production processes; and
- evaluate intentions, plans, and actions.

Outcome 2 – Understanding the use of materials

Students understand how the nature of materials influences design, development and use. In achieving this outcome, students:

- understand the structure of materials;
- understand the relationship between the structure and properties of materials;
- understand how to select appropriate materials based on their structure and properties; and understand how these characteristics influence design, development and usage.

Outcome 3 – Using technology skills

Students create material products safely and efficiently to specified standards. In achieving this outcome, students:

- plan and manage resources to create products within constraints;
- select and apply appropriate techniques and procedures when creating and modifying technologies; and
- manipulate equipment and resources safely to meet defined standards.

Outcome 4 – Understanding materials, society, and the environment

Students understand interrelationships between people, the environment, and the use of materials. In achieving this outcome, students:

- understand how values and beliefs influence materials selection, design, and technology;
- understand the impact and consequences on society and the environment when selecting and using materials, designs, and technologies; and
- understand strategies for safe and sustainable practices when developing and using materials, designs, and technologies.

Structure of the syllabus

Unit 1

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

Unit 2

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

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General Engineering Studies (Mechatronics)

Rationale

Engineering Studies (Mechatronics) is predominantly a practical course focusing on the specialty engineering disciplines of 'Mechatronics and Mechanical Engineering'. The course also covers theoretical aspects of design and basic engineering principles such as mathematical, scientific, electronic and computer science theories. Students will develop knowledge and skills in mechatronic practice and manufacturing production through the process of designing and producing mechatronic and mechanical components and working models.

Whilst this subject could be taken as a standalone Introduction to Engineering in the above contexts, students wishing to study Engineering at a tertiary level could complement their studies in the pure Mathematics and Sciences with this practical, hands-on course.

Aims

Outcome 1 – Engineering process

Students apply and communicate a process to design, make, and evaluate engineered products. In achieving this outcome, students:

- investigate needs and opportunities
- generate engineering production proposals to provide solutions
- manage engineering production processes to produce solutions
- evaluate intentions, plans and actions.

Outcome 2 – Engineering Understandings

Students demonstrate understanding of materials, components, and scientific and mathematical concepts used in the engineering context. In achieving this outcome, students:

- understand and explain properties and behaviours of materials and components
- understand and apply scientific and mathematical concepts used in the engineering context.

Outcome 3 – Engineering Technology Skills

Students use materials, skills and technologies when undertaking an engineering challenge. In achieving this outcome, students:

- apply initiative and organisational skills
- apply materials, techniques and technologies to achieve solutions to engineering challenges
- operate equipment and resources safely
- apply skills of calculation and computation.

Outcome 4 – Engineering in Society

Students investigate, analyse and understand the interrelationships between engineering projects and society. In achieving this outcome, students:

- identify forms, sources and uses of energy
- describe advantages and disadvantages for society, business and the environment of automation and innovation.

Structure of the syllabus

Unit 1

In this unit, students develop an understanding of the engineering design process. They study and interpret a given design brief, learn a range of research skills and devising methods to develop concepts, then plan and communicate proposed solutions to the given design brief.

Unit 2

In this unit, students focus on the topics of automation and technical innovation. Students study and interpret a given design brief. They develop responses to the brief through a process that requires them to engage in a range of activities including researching similar existing engineered products; sketching, drawing and annotating concepts; and choosing the preferred concept for production as a prototype or working model.