



MOTHER TERESA

CATHOLIC COLLEGE
Strong in Faith and Love

Curriculum Handbook Year 11 & 12 2024



Table of Contents

Mother Teresa Catholic College Vision	4
Important Dates for 2024 Year 11 Subject Selection	4
Important Dates for 2024 Year 12 Subject Selection	4
General Information	5
Types of Courses in Year 11 and 12	6
SCSA Certification Arrangements and WACE Requirements	8
Requirements for achievement of The Western Australian Certificate of Education (WACE)	9
How to Choose Subjects for Year 11/12.....	12
Entrance Requirements.....	14
2024 Year 11 Course Entrance Requirements	15
RELIGIOUS EDUCATION	18
Religion and Life ATAR.....	18
Religions and Life GENERAL	19
ENGLISH.....	20
English ATAR.....	20
Literature ATAR:	21
English GENERAL	22
THE ARTS	23
Dance ATAR.....	23
Drama ATAR	24
Music ATAR.....	25
Visual Arts ATAR	27
Dance GENERAL	28
Drama GENERAL.....	29
Music GENERAL	30
Visual Arts GENERAL.....	30
Media ATAR.....	31
Media GENERAL.....	32
HEALTH AND PHYSICAL EDUCATION	34
Physical Education Studies ATAR.....	34
Physical Education Studies GENERAL	35
Outdoor Education GENERAL	36
Health Studies General	36
Certificate II Sport & Recreation.....	38
HUMANITIES AND SOCIAL SCIENCES	39
Geography ATAR.....	39
Geography GENERAL	39
Modern History ATAR	40
Modern History GENERAL.....	41
Politics and Law ATAR	42
Politics and Law GENERAL.....	42
LANGUAGES	43
Indonesian: Second Language ATAR	43
Indonesian: Second Language GENERAL.....	44
MATHEMATICS.....	45
Mathematics Specialist ATAR**	45



Mathematics Methods ATAR.....	46
Mathematics Applications ATAR.....	47
Mathematics Essentials GENERAL.....	48
SCIENCE.....	50
Biology ATAR.....	50
Chemistry ATAR.....	52
Human Biology ATAR.....	54
Physics ATAR.....	55
Psychology ATAR**.....	57
Biology GENERAL.....	58
Human Biology GENERAL.....	59
Integrated Science GENERAL.....	60
TECHNOLOGY.....	62
Children, Family and the Community GENERAL.....	62
Computer Science GENERAL.....	63
Food Science and Technology GENERAL.....	64
Materials Design and Technology - GENERAL.....	65
Certificate II Hospitality.....	66
OTHER.....	67
Workplace Learning Endorsed Program.....	67
Community Service Endorsed Program.....	67
SCSA AWARDS.....	68
Exhibitions and Awards.....	68
University Entrance.....	69
Requirements for Admission to University.....	69
Alternative entry into university.....	70
The Australian Tertiary Admission Rank (ATAR).....	71
Conditions for the Determination of an Australian Tertiary Admissions Rank.....	71
University Entrance - Additional Information.....	71
Admissions to TAFE.....	72
How TAFE Select Successful Applicants.....	72
Move between TAFE & University.....	73
Common Acronyms.....	74
Contact Information.....	75



Mother Teresa Catholic College Vision

Vision

Mother Teresa Catholic College is an inclusive learning community seeking to grow strong in faith and love. In living the Gospel values and inspired by Mother Teresa's spirit of outreach and love for all we aim to:

CHALLENGE our students and all in our college community,

CONNECT with learning about ourselves, one another and the wider world, and

CONTRIBUTE with confidence, courage and creativity towards making the world a better place for all peoples.

This publication has been produced to assist students in the selection of Courses for Year 11 and is current as of 21 June 2023. Please be aware that information provided by organisations outside of the College may be subject to change. Updated information will be provided to students as it becomes available and will be published on the College Website.

Important Dates for 2024 Year 11 Subject Selection

Thursday 15 June	Year 10 Assembly regarding Year 11 2024
Wednesday 21 June	Year 10 Parent/Caregiver information evening regarding Year 11 2024
Wednesday 28 June	Semester One Reports live on SEQTA
Monday 24 July	Individual Course selection interviews

Important Dates for 2024 Year 12 Subject Selection

Wednesday 14 June	Year 11 Assembly regarding Year 12 2024
Wednesday 28 June	Semester One Reports live on SEQTA
Wednesday 19 – Friday 28 July	Individual Subject confirmation interviews

Parents/Caregivers and Students are strongly encouraged to visit the School Curriculum and Standards Authority ([SCSA](http://www.scsa.wa.edu.au)) website to view the WACE changes and for a more detailed description and outline of the Courses. www.scsa.wa.edu.au



General Information

Parents & Caregivers

Although this book has been primarily addressed to students, it has also been written for you. We hope that as a family, you will go through the material together so that the decisions are made as a family group.

Performing well in Years 11 and 12 will lead to:

- Students achieving the Western Australian Certificate of Education ([WACE](#)).
- A wider range of accessible courses and preferred careers at University and TAFE.
- Generally, more interesting and challenging careers.
- Self-satisfaction.

General Information for Students

In choosing courses it is advisable to be realistic and consider which course will best suit your abilities, interests and future career aspirations.

It is important that you seek advice before arriving at this decision. Discussions with your parents/caregivers are vital, as their support will be needed no matter what choice is made.

The most fundamental decision for which the College shares responsibility with parents/caregivers and students is to choose programs of study that will lead students to success. To make these choices it is necessary to have a thorough understanding of the following:

- The strong connection that exists between Years 11 and 12 and the destinations that students will access after they have left school (post-school options). This will be determined by the ability and determination of the students, as well as their interests and work ethic.
- The importance of the selection criteria for the main post school destinations. It is possible for a student to miss out on both TAFE and University through poor course selection.
- The increasing number of pathways between TAFE and University. Students and parents/caregivers are advised to contact the individual institutions to determine these options.
- The rapidly changing employment market in terms of skills required, new jobs coming into existence and a trend to part-time and other work options.

In considering their career options, students should take into account their academic ability, skills, talents, areas of interest and personality.



Types of Courses in Year 11 and 12

There are four types of courses developed by the School Curriculum and Standards Authority (SCSA) leading to WACE (Western Australian Certificate of Education). These are ATAR, General, Foundation Courses and VET courses.

ATAR course units are for students who are aiming to enrol in a university course direct from school. These courses will be examined by the Authority in Year 12 and contribute to the achievement of an Australian Tertiary Admissions Rank (ATAR).

General course units are for students aiming to enter further training or the workforce directly from school or access university through a non-ATAR pathway. These courses will not be examined by the Authority, however they each have an externally set task (EST) in Year 12 which is set by the Authority.

For ATAR and General courses each course has four units; Unit 1 and Unit 2 (Year 11 Units) and Unit 3 and Unit 4 (Year 12 units).

Vocational Education and Training (VET) are Certificate courses for students who are aiming to enter further training or the workforce directly from school.

A further type of program which can contribute to the WACE are:

Endorsed programs can be delivered in a variety of settings by schools, community, universities, training organisations and workplace.

These programs provide access to areas of learning not covered by WACE courses or VET programs and contribute to the WACE as unit equivalents. Endorsed programs may replace up to two Year 11 course units and two Year 12 course units you need to achieve your WACE.

Workplace Learning counts as an endorsed program at Mother Teresa Catholic College.

You can mix and match these options to provide yourself with the best platform to meet the requirements to achieve your WACE – and for life beyond school.

Permission for a student to change course is a school-based decision; however, for a student to achieve course unit credits, a change can only be made early in Year 12, before the cut-off date set by the Authority. Year 12 course are yearlong courses.

Year 11/12 Curriculum and Assessment

At Mother Teresa Catholic College all upper school courses are accredited by the School Curriculum and Standards Authority (SCSA) and fall into two categories:

1. Courses (ATAR and General)

Courses are developed by SCSA and are assessed numerically. Students will be awarded a percentage mark and a grade for each Semester. All courses are for two semesters and cannot be changed after Week 5.

2. Vocational Education Courses (Certificates)

Assessment is based on students demonstrating competency in each component of the course. Each course has nominal hours which need to be completed.



External WACE Assessments

All students in Year 12 must sit either an Examination for their ATAR courses or an Externally Set Test (EST) for their General course.

The EST is 50 minutes in duration for all General courses during the Semester One examination period.

Year 12 students studying ATAR units are required to sit external examinations at the end of Semester Two which contribute 50% of the final course grade, which is used to calculate their ATAR (Australian Tertiary Admissions Rank).

Assessment

Assessment for each course is continuous and cumulative, and the grades achieved at the end of the year, for each semester's work, are reported to the SCSA and will appear on the student's Statement of Results. Courses will also have a numerical score.

Grading

The grades that may be awarded are shown below:

A – Excellent Achievement

B – High Achievement

C – Sound Achievement

D – Limited Achievement

E – Inadequate Achievement

You can seek further information about this on the [SCSA Website](http://www.scsa.wa.edu.au); <http://www.scsa.wa.edu.au>



SCSA Certification Arrangements and WACE Requirements

At the end of Senior Secondary School, students who successfully complete WACE course units, VET Certificates or endorsed programs will receive a folio of achievement. This folio may include:

1. The Western Australian Statement of Student Achievement (WASSA)

A WASSA is issued to all Year 12 students at the completion of their Senior Secondary Schooling. It lists all courses and programs the student has completed in Year 11 and Year 12 and the grades and marks achieved.

The WASSA records:

- Achievement of WACE Requirements
- Achievement of the literacy (reading and writing) standard
- Achievement of the numeracy standard
- Achievement of any exhibitions or awards
- School grades, school marks and combined scores in ATAR courses
- School grades and school marks in General or Foundation courses
- Completed Preliminary units
- Completed VET industry specific courses
- Successfully completed VET qualifications and VET units of competency
- Completed endorsed programs
- Number of community service hours undertaken

2. The Western Australian Certificate of Education (WACE)

The WACE is a certificate that demonstrates significant achievement over Years 11 and 12. The Certificate is issued by SCSA to Year 12 students who meet all the requirements.

3. The WACE Course Report – ATAR Courses only

A WACE Course Report is also distributed to students who sit external examinations. This document will provide:

- The student's school grades for each Course.
- The student's school assessment mark out of 100 for each Course.
- The student's raw examination mark out of 100 for each Course.
- The student's standardised examination mark out of 100 for each Course.
- The student's WACE Course combined mark out of 100 for each Course.
- The State-wide distribution of combined marks.

Practical Courses will have the written and practical marks reported separately.



Requirements for achievement of The Western Australian Certificate of Education (WACE)

i) Literacy and Numeracy

Students must demonstrate the minimum literacy and numeracy standard based on skills regarded as essential for individuals to meet the demands of everyday life and work. This standard is equivalent to Level 3 of the [Australian Core Skills Framework](#).

For the WACE Literacy and numeracy standards, students must demonstrate the minimum standard of literacy either by:

- Successfully completing each component of the Online Literacy and Numeracy Assessment (OLNA) in Year 10, 11 or 12, or
- by prequalifying through achieving Band 8 or higher in the reading, writing and numeracy tests of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN).

Disability provisions are available for students with significant conditions which may severely limit their capacity to participate in the OLNA. These students, after discussions with parents/caregivers and the school, may choose not to sit the OLNA, however this would mean that these students could not achieve the WACE.

ii) Complete a minimum of 20 units or equivalent

To meet this requirement students must choose six courses for Year 11. This provides 24 units over two years if all are completed.



iii) Breadth and depth

Students will complete a minimum of 20 units, which may include unit equivalents attained through Certificate and/or endorsed programs. This requirement must include at least:

- A minimum of ten Year 12 units, or equivalent,
- Four units from an English course, post Year 10, including one pair of Year 12 units from an English learning area course, and
- One pair of Year 12 units from each of List A (Arts/Languages/Social Sciences) and List B (Mathematics/Science/Technology) subjects.

List A Subjects
Children, Family and Community General
Dance ATAR & General
Drama ATAR & General
English ATAR & General
Geography ATAR & General
Health Studies General
Indonesian ATAR & General
Literature ATAR
Media Production & Analysis ATAR & General
Modern History ATAR & General
Music ATAR & General
Politics and Law ATAR & General
Religion and Life ATAR & General
Visual Art ATAR & General

List B Subjects
Biology ATAR & General
Chemistry ATAR
Computer Science General
Food Science and Technology General
Human Biology ATAR & General
Integrated Science General
Materials Design and Technology – Metal General
Materials Design and Technology – Textiles General
Materials Design and Technology – Wood General
Mathematics Applications ATAR
Mathematics Essential General
Mathematics Methods ATAR
Mathematics Specialist ATAR**
Outdoor Education General
Physical Education Studies ATAR & General
Physics ATAR
Psychology ATAR**

** These courses may run through the Catholic Education ViSN online learning option. Students who wish to do these courses will need to get approval from Associate Principal Senior Secondary before selecting.

iv) Achievement Standard

Students must achieve at least 14 C grades or higher (or equivalents) in Year 11 and 12 units, including at least six C grades in Year 12. Unit equivalents can be obtained through VET programs and/or endorsed programs. The maximum unit equivalence available through these programs is eight units – four Year 11 units and four Year 12 units.



Vocational Education and Training (VET) Programs

Vocational Education and Training (VET) is recognised across Australia. VET programs can give you the opportunity to gain core skills for work and, in some cases, complete training in industry through workplace learning. You can also begin training for your career whilst still at school by undertaking a VET qualification.

As with the WACE courses, the VET programs available to student do vary between schools. VET can contribute up to eight of the 20 units you need to achieve your WACE.

Endorsed Programs

Endorsed programs address areas of learning not covered by WACE courses. Examples include workplace learning, Cadets WA, performance in school productions, community service programs and independently administered examinations in music, speech and drama.

These programs can be delivered in a variety of settings by schools, community organisations, universities, training organisations and workplaces.

Endorsed programs may replace up to two Year 11 course units and two Year 12 course units you need to achieve your WACE.



How to Choose Subjects for Year 11/12

- Step 1 Research what you would like to do when you leave school.
- Step 2 Identify if TAFE, University or even direct application to a specific career/industry area is the required pathway.
- Step 3 Determine if any pre-requisite Courses are required for Year 12.
- Step 4 Choose the Year 11/12 Courses that you require for future studying options.

Factors to consider in selecting subjects

It is recommended that students consider:

a) Academic Performance

In order to achieve success in subjects, it is important that students achieve a recommended pre-requisite standard prescribed courses. Please take careful note of the entry requirements as listed in this booklet.

b) Interests

Students should pursue their interests at their ability and performance level. Students who take subjects they like, enjoy or are passionate about are more likely to maximise their achievement.

c) Career Aspirations

Students, whether planning to seek early employment, employment after school or to continue with future studies (TAFE or University) should choose subjects which will maximise their options for the future. Students should also be aware that many TAFE qualifications can lead to university entry with advance standing (i.e., ATAR is not the only avenue to university entrance).

Pathways – General Advice

Students considering an ATAR University Pathway
Courses to choose:

1. Religion and Life (ATAR or General)
2. English or Literature (ATAR)
3. List B Course Choice (ATAR)
4. Course Choice 1 (ATAR)
5. Course Choice 2 (ATAR)
6. Course Choice 3 (ATAR, General or VET)

Student studying an ATAR University Pathway must study at least four ATAR Courses

Students considering a VET Pathway
Courses to choose:

1. Religion and Life (General)
2. English (General)
3. List B Course Choice (General)
4. Course Choice 1 (General)
5. Course Choice 2 (General)
6. Course Choice 3 (General)
7. Optional Certificate course through TAFE Application



Students considering a General Pathway
Courses to choose:

1. Religion and Life (General)
2. English (General)
3. List B Course Choice (General)
4. Course Choice 1 (General)
5. Course Choice 2 (General)
6. Course Choice 3 (General)

Planning for Year 12: Pathways available for Year 12 Students

In Year 11, students have two pathways to choose from: ATAR or General/VET. In Year 12 students are offered three pathways:

	Pathways	Recommended for	Year 12 Subjects
UNI DIRECT	ATAR	Students who meet all prerequisites in Year 11 for ATAR subjects.	At least 4 ATAR subjects
	Murdoch TLC	Students that have studied ATAR English in year 11 but have not meeting prerequisites to study at least 4 ATAR subjects and intend to attend university Murdoch University. Associate Principal Endorsement required	Murdoch TLC English (General) + 5 other General courses, including Religion and Life
UNI BOUND	Notre Dame UniPath	Students who have achieved a minimum B grade in at least 4 General Year 11 Courses or C grade across Year 11 ATAR courses and intend to attend Notre Dame University - school must endorse application. (please note there is a cost of \$1800 to undertake this 12-week enabling program with Notre Dame University). Associate Principal Endorsement required	Notre Dame UniPath English (General or ATAR) + 5 other General courses including Religion and Life
	Cert IV	Students that have achieved a C grade in ATAR English in year 11, but not meeting prerequisites to study at least 3 other ATAR subjects and intend to attend university. Associate Principal Endorsement required.	Cert IV English (ATAR) + 4 other General Courses
General /VET	TAFE	Students wishing to study at TAFE or looking to enter the workforce.	6 General courses 1 TAFE certificate course



Entrance Requirements

Entrance requirements refer to the standard of academic performance that a student needs to achieve to demonstrate their aptitude and/or suitability for a particular course. Entrance requirements for specific courses are set by the key teachers and Associate Principal Senior Secondary, and are determined through the analysis of historical data, case studies and consideration of the complexity of course content. Students who find themselves doing Year 11 courses that are too difficult for them may develop negative attitudes towards the course, and often towards their whole program of study. Consequently, they find school a frustrating and unrewarding experience.

The purpose of entrance requirements is to clearly indicate the rigor and academic standards of each course. They serve to guide students and parents/caregivers in the course selection process, so that students choose courses that are appropriate for their academic abilities. The entrance requirements are provided to support students to be successful in Year 11 courses.

Sometimes, a student may wish to enrol in a particular course, however, fail to meet the entrance requirement to enrol in that course. If this is the case, a waiver is required, student must meet with the relevant Team Leader to obtain a waiver before finalising their subject selection. This waiver is attached to their subject selection booklet and is limited to only one course selection.

A successful course selection is important. Changes made after the school year has started are not a good idea as it can be very difficult to catch up on missed work or assessments.

Entrance requirements for all courses can be found in this publication and will also be sent to students via SEQTA Direct Message the day after the Semester One Reports are live.

How many subjects will be studied?

All students will be required to study the equivalent of six courses. Compulsory subjects in both Year 11 and 12 are English and Religion and Life.

The study of courses in Year 11 and 12 requires a substantial time commitment. As the final results are based on a cumulative assessment over the whole year of study, students need to be aware that a consistent study pattern is required in order to achieve satisfactory results.

Workplace Learning students study the equivalent of six courses and have Workplace Learning count as an endorsed program.

Students choosing to study a TAFE Certificate course will study six courses as well as their TAFE Certificate.

Students are only able to choose a maximum of two Certificate courses (one each year). Students and parents/caregivers should be aware that some Certificate courses are 2-year course and not continuing with the course in Year 12 will mean no credit for Year 11.

Once you have selected an appropriate pathway:

- Choose a Religion and Life (ATAR or General) course.
- Choose an English (ATAR or General) or Literature (ATAR) course.
- Choose a List B subject.
- Choose 3 more subjects that are appropriate to your ability and suit your chosen pathway.



2024 Year 11 Course Entrance Requirements

Listed below are the Courses/Endorsed programs that the College is intending to offer to students enrolling in Year 11 in 2024. Also shown also are the Entrance Requirements for each of the Courses/Endorsed Programs, these requirements are based on results to be achieved on the Year 10 Semester One Report in the first instance and maintained in the Year 10 Semester Two Report.

General Courses and TAFE Certificates usually provide the foundation for Non-Tertiary pathways, which typically suit students who will seek Apprenticeships, employment or entry to TAFE at the end of Year 12. ATAR courses generally provide the foundation for University bound pathways and are undertaken by students who are planning to attend University at the end of Year 12.

The College reserves the right to withdraw a course or program if it does not gain sufficient numbers of students.

Learning Area	Course/Program	Minimum entrance requirements
Religion	Religions and Life – ATAR	B Grade or higher in Year 10 Religious Education
	Religion and Life – General	Nil
English	English – ATAR	B State grade or higher in Year 10 English
	Literature - ATAR	A State Grade in Year 10 English
	English – General	Nil
Arts	Dance – ATAR	B grade or higher in Year 10 English Previous Dance experience is recommended
	Dance – General	Nil
	Drama – ATAR	B grade or higher in Year 10 English
	Drama – General	Nil
	Media Production & Analysis - ATAR	B grade or higher in Year 10 English B grade in a Year 10 Visual Arts course
	Media Production & Analysis - General	Nil
	Music – ATAR	Performing at Grade 4 or equivalent AMEB. Enrolled in individual music tuition
	Music – General	Must be proficient in an instrument of their choice and participate in regular tutoring / lessons
	Visual Arts - ATAR	B grade or higher in Year 10 English
	Visual Arts - GENERAL	Nil
Health and Physical Education	Certificate II Sport and Recreation	Nil
	Health Studies – General	Nil
	Outdoor Education – General	Nil
	Physical Education Studies - ATAR	B grade or higher in Year 10 Science B grade or higher in PE Major is Preferable.
	Physical Education Studies -General	Nil



Learning Area	Course/Program	Minimum entrance requirements
Humanities & Social Sciences	Geography – ATAR	B State grade or higher in Year 10 HaSS
	Geography – General	Nil
	Modern History – ATAR	B State grade or higher in Year 10 HaSS
	Modern History – General	Nil
	Politics and Law – ATAR	B State grade or higher in Year 10 HaSS
	Politics and Law – General	Nil
Languages	Indonesian – ATAR	B State grade or higher in Year 10 Indonesian
	Indonesian – General	Year 10 Indonesian is preferable.
Mathematics	Mathematics Essential – General	Nil
	Mathematics Applications – ATAR	B State grade or higher in Year 10 Mathematics
	Mathematics Methods – ATAR	A State grade in Year 10 Mathematics
	Mathematics Specialist – ATAR**	By recommendation from the Team Leader responsible for Mathematics.
Science	Biology – ATAR	B grade or higher in Year 10 Science
	Biology – General	Nil
	Chemistry – ATAR	B grade or higher in Year 10 Science
	Human Biology – ATAR	B grade or higher in Year 10 Science
	Human Biology – General	Nil
	Integrated Science – General	Nil
	Physics - ATAR	B grade or higher in Year 10 Science
	Psychology – ATAR**	B grade or higher in Year 10 Science
Technologies	Children, Family and Community – General	Nil
	Computer Science - General	Nil
	Food Science and Technologies – General	Nil
	Materials Design and Technology – Metal – General	Nil
	Materials Design and Technology – Textiles – General	Nil
	Materials Design and Technology – Wood – General	Nil
Other	Christian Service Learning Endorsed	Nil
	Hospitality Certificate II	Nil
	Workplace Learning Endorsed	Must be doing a Certificate Course Admission through application only

** These courses may run through the Catholic Education ViSN online learning option. Students who wish to do these courses will need to get approval from Associate Principal Senior Secondary before selecting.



Subject Information

The following pages contain information for each subject over Year 11 and Year 12. Students will study Unit 1 & 2 in Year 11 and Units 3 & 4 in Year 12. When making your selection, it is important that you know what you will be doing across both Year 11 and 12. Subject changes are not always possible once you have started your course. Please make your subject selections carefully. If needed, please speak to a teacher or to the Associate Principal Senior Secondary if you have any questions.



RELIGIOUS EDUCATION

Year 11		Year 12	
Religion and Life ATAR	Units 1 & 2	Religion and Life ATAR	Units 3 & 4
Religions and Life GENERAL	Units 1 & 2	Religion and Life GENERAL	Units 3 & 4

The Bishops of Western Australia have mandated that all Year 11 and 12 students enrolled in a Catholic School are to undertake the Religion and Life Course as one of their six subjects. This course is written by the School Curriculum and Standards Authority. At Mother Teresa Catholic College, the Religion and Life Course is studied from a Catholic perspective.

Please note: No attempt is made to assess the student's faith; this is a content-based course which focuses on the knowledge and understanding of Religious Education. It is CEWA (Catholic Education Western Australia) policy that all students must complete Religion and Life across Years 11 and 12.

Religion and Life ATAR

The Religion and Life ATAR course provides students with opportunities to learn about religion and the interplay that occurs between religion, societies and people. Students develop an informed and critical understanding of this interplay by drawing from a detailed knowledge of one or more religions. Every religion offers a system of beliefs and practices. In the Religion and Life ATAR course, students explore one or more religions and investigate the characteristics of religion, their origins, foundations, social influence and development over time. They analyse the role religion has played in society and understand the challenges and opportunities religions face.

The connections between religion and life occur in many areas of human activity. Religion motivates and influences how people interact with each other and the world around them.

Students will employ research and learning skills that enable them to use a range of primary and secondary sources to investigate the interplay between religions and life.

Unit 1

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

Unit 2

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

Unit 3

The focus for this unit is the connection between past and present experiences of religion. Students analyse the impact of changes within society and how these changes shape the way individuals and groups interact with religion. They further develop research skills for conducting an inquiry, processing information and communicating findings about the interplay between religion and life.



Unit 4

The focus for this unit is the interplay between religion and life. Students explore how religion responds to and interacts with issues that arise within society. They further develop research skills for conducting an inquiry, processing information and communicating findings about the interplay between religion and life.

Religions and Life GENERAL

The Religion and Life GENERAL course provides students with opportunities to learn about religion and explores the relationships between religion, society and individuals. It examines the nature of religion and how it offers individuals and their communities and understanding of the world around them.

Students develop and understanding of ways in which people discover, understand and express their religious beliefs. They explore one or more religions and investigate the characteristics of religion, origins, foundations, cultural influences and development over time. They analyse the role religion has played in human affairs and explore issues of concern to religion.

Through the Religion and Life GENERAL course, students learn skills that will enable them to understand the role religion plays in society and in the lives of people. They use a range of primary and secondary sources and employ a variety of methods to investigate information. These methods include research, observation, analysis and discussion.

Unit 1

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

Unit 2

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

Unit 3

The focus of this unit is the role religion plays in the lives of people. It explores how people interact with and respond to religion. Students consolidate the skills required for conducting an inquiry, processing information and communicating findings about religion and life.

Unit 4

The focus for this unit is the interplay between religion and life. Students explore how religion responds to and interacts with issues that arise within society. They further develop research skills for conducting an inquiry, processing information and communicating findings about the interplay between religion and life.



ENGLISH

Year 11		Year 12	
English ATAR	Units 1 & 2	English ATAR	Units 3 & 4
English GENERAL	Units 1 & 2	English GENERAL	Units 3 & 4
Literature ATAR	Units 1 & 2	Literature ATAR	Units 3 & 4

In the English course students learn about the English language, how it works and how to use it effectively. Language plays a central role in human life as it provides a vehicle for communication, a tool for thinking, a means of creativity and a source of pleasure. Through language humans shape understandings of themselves and their world. An understanding of language and the ability to use it effectively empowers students. It gives them access to knowledge, enables them to play an active part in society and contributes to their personal growth.

All Students must complete four units in English over Years 11 and 12.

English ATAR

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.

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.

Unit 3

Students explore representations of themes, issues, ideas and concepts through a comparison of texts. They analyse and compare the relationships between language, genre and contexts, comparing texts within and/or across different genres and modes. Students recognise and analyse the conventions of genre in texts and consider how those conventions shape interpretations.

Unit 4

Students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument. Through close study of texts, students explore relationships between content and structure, voice and perspectives, the text and context.



Literature ATAR:

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.

Unit 3

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

Unit 4

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



English GENERAL

The English GENERAL course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The course is designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language, literacy and literary skills. Students comprehend, analyse, interpret, evaluate and create analytical, imaginative, interpretive and persuasive texts in a range of written, oral, multimodal and digital forms.

Unit 1

Unit 1 focuses on students comprehending and responding to the ideas and information presented in texts. Students employ a variety of strategies to assist comprehension, read, view and listen to texts to connect, interpret and visualise ideas. They learn how to respond personally and logically to texts by questioning, using inferential reasoning and determining the importance of context and structure.

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. They consider the purpose and possible audiences of texts and examine the connection between purpose and structure and how a text's meaning is influenced by the context in which it is created and received.

Unit 3

Unit 3 focuses on exploring different perspectives presented in a range of texts and contexts. Students explore attitudes, text structures and language features to understand a text's meaning and purpose. They also examine relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning.

Unit 4

Unit 4 focuses on community, local or global issues presented in texts and on developing students' reasoned responses to them. Students explore how ideas, attitudes and values are presented by synthesising information from a range of sources to develop independent perspectives and analyse the ways in which authors influence and position audiences.



THE ARTS

Year 11		Year 12	
Dance ATAR	Units 1 & 2	Dance ATAR	Units 3 & 4
Dance GENERAL	Units 1 & 2	Dance GENERAL	Units 3 & 4
Drama ATAR	Units 1 & 2	Drama ATAR	Units 3 & 4
Drama GENERAL	Units 1 & 2	Drama GENERAL	Units 3 & 4
Media Production & Analysis ATAR	Units 1 & 2	Media Production & Analysis ATAR	Units 3 & 4
Media Production & Analysis GENERAL	Units 1 & 2	Media Production & Analysis GENERAL	Units 3 & 4
Music ATAR	Units 1 & 2	Music ATAR	Units 3 & 4
Music GENERAL	Units 1 & 2	Music GENERAL	Units 3 & 4
Visual Arts ATAR	Units 1 & 2	Visual Arts ATAR	Units 3 & 4
Visual Arts GENERAL	Units 1 & 2	Visual Arts GENERAL	Units 3 & 4

The Australian Curriculum, Assessment and Reporting Authority (ACARA) is currently reviewing The Arts curriculum for Years 11 and 12. Some of the information below may change. Any updates will be reported to students and their families via SEQTA Direct Message.

Dance ATAR

Unit 1

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

The exploration of dance in popular culture leads to a wider understanding of the diverse contexts and functions of dance in our society. Students understand and value the way dance is subject to different interpretations and appreciate that informed responses should take into account the varying contexts within which dance works are created.

Students must work in the contemporary genre. Note: This requirement is preparation for Year 12 studies where Performance 2 in the ATAR course Practical (performance) examination for Dance is the set solo in the contemporary genre provided by the School Curriculum and Standards Authority.

Unit 2

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

An understanding of the diverse range of functions and contexts of dance in Australia allows students to make relevant comparisons between their own dance and the dance of others. They analyse critically their own cultural beliefs and values in relation to traditional and contemporary dance forms and styles, and



develop deeper understandings of their own personal dance heritage. They understand that dance may give form to ideas and issues that concern the wider community.

Students must work in the contemporary genre.

Note: this requirement is preparation for Year 12 studies where Performance 2 in the ATAR course Practical (performance) examination for Dance is the set solo in the contemporary genre provided by the School Curriculum and Standards Authority.

Unit 3

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

Students explore learning contexts that reflect their own cultural understanding and produce unique work with a personal style. Students research factors affecting points of view, such as time, place, gender, age, culture, religion politics and the environment. They consider how dance reflects and is shaped by society and its values. They also investigate the impact of technologies on dance.

An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

Students must work in the contemporary genre. Performance 2 in the ATAR course Practical (performance) examination for Dance is the set solo in the contemporary genre provided by the School Curriculum and Standards Authority.

Unit 4

The focus of this unit is extending the boundaries. Within the broad focus of extending the boundaries, teachers select learning contexts that relate to the interests of their students and build upon the understandings that they have already acquired.

Students investigate learning contexts that reflect their own artistic understanding and produce unique dance work. They investigate how technologies are used to extend and enhance dance design.

Students research issues and reflect on events which may influence dance. In their responses, they examine their own values, considering how dance is shaped by society and its values. In the critical analysis and interpretation of their own work and the work of others, they reflect on the relationships between dance works, audiences and contexts, and how these contribute to the development of different perspectives.

This unit builds on the content covered in Unit 3.

Students must work in the contemporary genre. Performance 2 in the ATAR course Practical (performance) examination for Dance is the set solo in the contemporary genre provided by the School Curriculum and Standards Authority.

Drama ATAR

Unit 1

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

Unit 2



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

This unit builds on the content covered in Unit 1.

Unit 3

The focus for this unit is to reinterpret dramatic text, context, forms and styles for contemporary audiences through applying theoretical and practitioner approaches. This includes physical theatre approaches, such as Jacques Lecoq, Anne Bogart and Tadashi Suzuki and text-based approaches, such as Theatre of the Absurd, Asian theatre and Poor Theatre. In this unit, students work on the reinterpretation of text, subtext, context, form and style through in-depth study.

An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

Unit 4

The focus for this unit is interpreting, manipulating and synthesising a range of practical and theoretical approaches to contemporary and devised drama. This includes contemporary theatre approaches, such as Barrie Kosky and Robert Lepage and experimental approaches, such as Robert Wilson and VE Meyerhold. In this unit, students show their understanding of how a range of practical and theoretical approaches manipulate the elements of drama to devise and perform original work.

Music ATAR

Organisation of content

The Music course is divided into a written component and a practical component, each worth 50%. The unit content is the focus of the learning program and describes the degree of complexity of the knowledge and skills required across the following content areas:

- Aural and theory
- Composition and arrangement
- Cultural and historical analysis
- Practical (performance and/or composition).

The written component for each unit is delivered through one of three defined contexts: Western Art Music; Jazz; and Contemporary Music.

The practical component can be undertaken in a different context, independent of the written component. There are four defined contexts in the Music course for the performance option: Western Art Music; Jazz; Contemporary Music; and Music Theatre. The composition portfolio option has no defined context.



Written component

There are three defined contexts in the Music ATAR Year 11 course for the written component:

- Western Art Music
- Jazz
- Contemporary Music.

Compulsory areas of study:

Western Art Music

Two areas of study (genres) must be studied in Year 11 and two areas of study (genres) must be studied in Year 12. Concerto is the compulsory area of study for Year 11 and Symphony is the compulsory area of study for Year 12. One of the areas of study (genre) completed in Year 11 may be repeated in Year 12.

Four designated works are required for Year 11 and Year 12 examinations; each area of study (genre) has been assigned two designated works.

Jazz

Two areas of study (eras) must be studied in Year 11 and two areas of study (eras) must be studied in Year 12. Be-bop is the compulsory area of study for Year 11 and Hard-Bop/Cool School is the compulsory area of study for Year 12. One of the areas of study (era) completed in Year 11 may be repeated in Year 12.

Eight designated works are required for Year 11 and Year 12 examinations; each area of study (era) has been assigned four designated works.

Contemporary Music

Two areas of study (styles) must be studied in Year 11 and two areas of study (styles) must be studied in Year 12. Pop is the compulsory area of study for Year 11 and Rock is the compulsory area of study for Year 12. One of the areas of study (style) completed in Year 11 may be repeated in Year 12.

Eight designated works are required for Year 11 and Year 12 examinations; each area of study (style) has been assigned four designated works.

Across the four units, students extend and apply their skills, knowledge and understanding of music to create, communicate and evaluate music ideas with increasing depth and complexity. They continue to develop and consolidate aural and music literacy skills, learning how the elements of music can be applied, combined and manipulated when listening, performing, composing and analysing music.

Students explore how social, cultural and historical factors shape music, developing an understanding of music conventions and practices in the specific context selected for study. They apply critical listening and thinking skills and develop aesthetic understanding through comparing and analysing musical works.

Students are encouraged to reach their creative and expressive potential, developing skills and stylistic awareness to confidently engage in music making as performers and/or composers and audience members, both individually and collaboratively.



Visual Arts ATAR

Unit 1

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

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

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

Unit 2

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

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

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

Unit 3

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

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

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



Unit 4

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

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

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

Dance GENERAL

Unit 1

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

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

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

Unit 2

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

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

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

Unit 3

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

Through practical lessons, students use safe dance practices and improved physical competencies to acquire genre-specific technique. Performance qualities and etiquette are improved through increased opportunities for performance of popular styles. Students solve choreographic tasks to produce dance works incorporating dance element, choreographic processes, technologies and design concepts that reflect current popular trends.

The exploration of dance in popular culture leads to a wider understanding of the diverse contexts and functions of dance in our society.



An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

Unit 4

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

Through practical lessons, students incorporate safe dance practices and demonstrate consistent improvement in physical competencies in acquiring genre-specific technique. Opportunities to perform in increasingly formal environments enhance the ability to develop individual stage presence.

An understanding of the diverse range of functions and contexts of dance in Australia enables students to make relevant comparisons between their own dance and the dance of others. They analyse their own cultural beliefs and values in relation to traditional and contemporary dance forms and styles, and develop deeper understandings of their own dance heritage.

Drama GENERAL

Unit 1

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

Unit 2

The focus for this unit is drama performance events for an audience other than their class members. In participating in a drama performance event, students work independently and in teams. They apply the creative process of devising and of interpreting Australian and/or world sources to produce drama that is collaborative and makes meaning.

Unit 3

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

An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

Unit 4

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



Music GENERAL

Unit 1

In this unit, students develop their skills, knowledge and understanding to listen to, compose, perform and analyse music. They develop aural and music literacy skills and learn how the elements of music can be applied when performing, composing and responding to music. Students learn about how music is created and performed, analysing musical works and exploring how social, cultural and historical factors shape music in the specific context selected for study. Students develop skills, confidence and stylistic awareness to engage in music making as performers and audience members both individually and collaboratively.

Unit 2

In this unit, students develop their skills, knowledge and understanding to listen to, compose, perform and analyse music. They develop aural and music literacy skills and learn how the elements of music can be applied when performing, composing and responding to music. Students learn about how music is created and performed, analysing musical works and exploring how social, cultural and historical factors shape music in the specific context selected for study. Students develop skills, confidence and stylistic awareness to engage in music making as performers and audience members both individually and collaboratively.

Unit 3

In this unit, students develop their skills, knowledge and understanding to listen to, compose, perform and analyse music. They develop aural and music literacy skills and learn how the elements of music can be applied when performing, composing and responding to music. Students learn about how music is created and performed, analysing musical works and exploring how social, cultural and historical factors shape music in the specific context selected for study. Students develop skills, confidence and stylistic awareness to engage in music making as performers and audience members both individually and collaboratively.

Unit 4

In this unit, students develop their skills, knowledge and understanding to listen to, compose, perform and analyse music. They develop aural and music literacy skills and learn how the elements of music can be applied when performing, composing and responding to music. Students learn about how music is created and performed, analysing musical works and exploring how social, cultural and historical factors shape music in the specific context selected for study.

Students develop skills, confidence and stylistic awareness to engage in music making as performers and audience members both individually and collaboratively.

Visual Arts GENERAL

Unit 1

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

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

Students acquire various skills using processes of experimentation and discovery. Imaginative picture making is primarily concerned with experiences of the self and of the immediate environment, including aspects of family life, social activities, communal occasions and other shared activities. Ample scope for free, imaginative interpretation and experimentation with materials is provided.



Unit 2

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

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

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

Unit 3

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

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

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

Unit 4

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

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

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

Media ATAR

The Media Production and Analysis ATAR course aims to prepare students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret the stories of others. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life, while understanding that this is done under social, cultural and institutional constraints. Students, as users and creators of media products, consider the important role of audiences and their context. This course focuses on the application of media theory in the practical process.

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 – Popular culture



The focus of this unit is popular culture. Students analyse and respond to a range of popular culture media, identifying techniques, purposes and meanings that are created and audience interpretation. Students develop their own ideas and learn production skills to produce media work in the context of popular culture.

Unit 2 – Influence

The focus of this unit is the influence of media. Students analyse and respond to a range of media work designed to influence audiences. Students develop their own ideas and expand production skills to produce media work in the context of media influence.

Each unit includes:

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

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

Unit 3 – Media art

The focus of this unit is media art. Students analyse and respond to contemporary and traditional examples of media art. They identify techniques and meanings that are created and consider audience interpretation and perception of media art. Students extend and refine their own ideas and production skills to produce media work.

Unit 4 – Power and persuasion

The focus of this unit is power and persuasion. Students examine the way that persuasive media and producers reflect, challenge and shape audience values and attitudes. Students extend and refine their own ideas and production skills to produce media work

Each unit includes:

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

Media GENERAL

The Media Production and Analysis General course aims to prepare students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret the stories of others. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life, while understanding that this is done under social, cultural and institutional constraints. Students, as users and creators of media products, consider the important role of audiences and their context. This course focuses on the development of technical skills in the practical process.

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 the pair of units is 110 class contact hours.

Unit 1 – Mass media

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



Unit 2 – Point of view

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

Each unit includes:

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

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

Unit 3 – Entertainment

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

Unit 4 – Representation and reality

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

Each unit includes:

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



HEALTH AND PHYSICAL EDUCATION

Year 11		Year 12	
Health Studies General	Units 1 & 2	Health Studies General	Units 3 & 4
Physical Education Studies ATAR	Units 1 & 2	Physical Education Studies ATAR	Units 3 & 4
Physical Education Studies GENERAL	Units 1 & 2	Physical Education Studies GENERAL	Units 3 & 4
Outdoor Education GENERAL	Units 1 & 2	Outdoor Education GENERAL	Units 3 & 4
Certificate II Sport & Recreation		Certificate II Sport & Recreation	

Physical Education Studies ATAR

Unit 1

The focus of this unit is to explore anatomical and biomechanical concepts, the body's responses to physical activity and stress management processes to improve their own performance and that of others in physical activity.

Unit 2

The focus of this unit is to identify the relationship between skill, strategy and the body in order to improve the effectiveness and efficiency of performance.

Unit 3

The focus of this unit is to provide opportunities for students to build upon their acquired physical skills and biomechanical, physiological and psychological understandings, to improve the performance of themselves and others in physical activity.

On completion of this unit, students should be able to:

- adjust and refine movement skills in a variety of competitive situations
- define transfer of learning and understand its effects
- evaluate the different types of transfer and their impact on skill execution and movement efficiency
- analyse movement skills of self and others and design coaching/teaching programs to improve performance
- define and relate the following biomechanical principles: momentum, impulse momentum, coefficient of restitution, levers, moment of inertia and angular momentum
- understand and describe the microstructure of skeletal muscles and how they contract
- understand the relationship between muscle contraction and the amount of force exerted
- investigate the relationship between nutritional requirements and energy demands during physical activity
- understand the implications of preparing and performing in different environmental conditions
- explain the physiological impact of performance enhancers
- analyse mental skills strategies used during pre- and post-performance to manage stress, motivation, concentration, arousal levels and self-confidence.



Unit 4

The focus of this unit is to extend understanding by students of complex biomechanical, psychological and physiological concepts to evaluate their own and others' performance.

On completion of this unit, students should be able to:

- adapt and implement strategic responses, varying in complexity, to situational demands in dynamic and challenging environments
- explain and apply fluid mechanics, such as spin, Bernoulli's principle and drag, in specific physical activities
- apply biomechanical principles to analyse and evaluate specific skills
- understand the role of the neuromuscular systems in relation to muscle function
- identify characteristics of fast and slow twitch fibres, and their relationship to physical performance types
- critically evaluate training programs designed to improve performance
- apply Carron's model of group cohesion to analyse participation in physical activity.

Physical Education Studies GENERAL

Unit 1

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

Unit content includes: Developing Physical skills and tactics; Motor Learning and Coaching; Functional Anatomy; Biomechanics, Exercise Physiology and Sport Psychology.

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.

Unit content extends the content from Unit 1.

Unit 3

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

Unit content includes: Developing Physical skills and tactics; Motor Learning and Coaching; Functional Anatomy; Biomechanics, Exercise Physiology and Sport Psychology.

Unit 4

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



Outdoor Education GENERAL

Unit 1

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

Unit 2

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

Unit 3

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

Unit 4

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



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 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.

Unit 1

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

Unit 2

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

Unit 3

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

Unit 4

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



Certificate II Sport & Recreation

The vocational education and training (VET) industry specific Sport and Recreation course provides students with the opportunity to achieve nationally recognised vocational qualification under the Australia Qualifications Framework (AQF) and to gain School Curriculum and Standards Authority course unit credit towards the WACE. The course is based on nationally endorsed training packages. It specifies the range of industry developed units of competency from the relevant training packages that is suitable for WACE. To meet the course requirements and achieve course units towards a WACE, students must follow the course structure, attain required units of competency and fulfil work placement requirements.

A qualification allows individuals to develop basic functional knowledge and skills for work in customer contact positions in the sport or community recreation industry. Likely functions for someone with this qualification include providing support in the provision of sport and recreation programs, grounds and facilities management, routine housekeeping, retail and customer service assistance, administrative assistance, café service locations within fitness recreation, community and aquatic centres; or outdoor sporting grounds and complexes. All these jobs would be performed under supervision.

This course can only be done by students who undertake a VET Pathway. The course will be offered by a qualified teacher at Mother Teresa Catholic College but will be auspiced by a Registered Trade Organisation that is SCSA endorsed.



HUMANITIES AND SOCIAL SCIENCES

Year 11		Year 12	
Geography ATAR	Units 1 & 2	Geography ATAR	Units 3 & 4
Geography General	Units 1 & 2	Geography General	Units 3 & 4
Modern History ATAR	Units 1 & 2	Modern History ATAR	Units 3 & 4
Modern History General	Units 1 & 2	Modern History General	Units 3 & 4
Politics and Law ATAR	Units 1 & 2	Politics and Law ATAR	Units 3 & 4
Politics and Law General	Units 1 & 2	Politics and Law General	Units 3 & 4

Geography ATAR

Unit 1

In this unit, students explore both natural (i.e., hydrological, geomorphic and atmospheric) hazards and ecological (i.e., biological and chemical) hazards, the impacts they have on people, place and environments and the risk management of these hazards. Risk management is defined in terms of preparedness and mitigation.

Unit 2

This unit explores the economic and cultural transformations taking place in the world – the diffusion and changing spatial distribution and the impacts of these changes – that will enable them to better understand the dynamic nature of the world in which they live.

Unit 3

In this unit, students assess the impacts of land cover change with particular reference to climate change or biodiversity loss.

Unit 4

This unit examines the causes and implications of urbanisation as well as challenges that exist in metropolitan Perth or a regional centre and a megacity with particular reference to how people respond to these challenges to influence sustainability and liveability.

Geography GENERAL

Unit 1

In this unit, students explore the spatial patterns and processes related to environments at risk, as to the protection of such environments through management at local, regional and global levels.



Unit 2

This unit explore 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 both natural (i.e., hydrological, geomorphic and atmospheric) hazards and ecological (i.e., biological and chemical) hazards, the impacts they have on people, place and environments and the risk management of these hazards. Risk management is defined in terms of preparedness and mitigation.

Unit 4

This unit explores the economic and cultural transformations taking place in the world – the diffusion and changing spatial distribution and the impacts of these changes – that will enable them to better understand the dynamic natural of the world in which they live.

Modern History ATAR

Unit 1

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

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

Unit 2

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

Unit 3

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



Unit 4

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

Modern History GENERAL

Unit 1

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

Unit 2

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

Unit 3

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

Unit 4

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



Politics and Law ATAR

Unit 1

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

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

Unit 2

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

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

Unit 3

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

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

Unit 4

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

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

Politics and Law GENERAL

Unit 1 – Political and legal decision making

This unit examines Australia's democratic political and legal system, and the participation of individuals and groups within it, and makes comparisons with political and legal decision making in non-democratic political and legal systems.



Unit 2 – Civil and political rights

This unit examines the nature of legal disputes in society, and the avenues to resolve them, along with the development of rights and the protection of civil and political rights in Australia and one other political and legal system.

Unit 3 – Democracy and the rule of law

This unit critically examines Australia’s democratic and common law systems; a non-democratic system; and a non-common law system.

Unit 4 – Representation and justice

This unit critically examines representation, electoral and voting systems in Australia; justice in the Western Australian adversarial system and a non-common law system.

LANGUAGES

Year 11		Year 12	
Indonesian: Second Language ATAR	Units 1 & 2	Indonesian: Second Language ATAR	Units 3 & 4
Indonesian: Second Language GENERAL	Units 1 & 2	Indonesian: Second Language GENERAL	Units 3 & 4

Indonesian: Second Language ATAR

Unit 1

The focus for this unit is Saat ini aku di sini (Here and now). Students explore their own culture as a teenager and compare it with what it means to be a teenager in Indonesia. They also explore different Indonesian-speaking cultures through the medium of Indonesian. Students focus on popular and traditional culture, the culture of everyday life and notions of national or regional identity. They consider communication in a changing world and its influence on culture and language.

Unit 2

The focus for this unit is Bisa saya bantu? (Can I help you?). Students reflect on the appeal of Australia to travellers and the reasons why Indonesians travel to Australia. They discuss the importance of cross-cultural engagement when interacting with Indonesian visitors in order to develop deeper relationships. They explore preparations for student exchange to Indonesia and discover how exchange visits link communities, broaden friendships and bring new opportunities as well as challenges. They consider future education and employment opportunities as well as travel and community service pathways in a fast developing world.



Unit 3

The focus for this unit is Aneka wacana (Exploring texts). Students reflect on a wide variety of print and online texts and genres. They learn aspects of critical analysis and respond to texts through reflection and sharing opinions to develop a personal perspective. They explore Indonesian films, television, print and online media and their influence on everyday life in Indonesia. They consider the influence of globalisation on the media and how this shapes Indonesian perceptions and identity.

Unit 4

The focus for this unit is Isu hangat (Exploring issues). Students reflect on issues in their daily lives, such as family, school, social life and health. Students explore issues related to education, health, poverty and the environment and how these impact on everyday life in Indonesian communities. They consider how economic, political and current events influence the Australia/Indonesia relationship, the region and the world and enhance study and career opportunities.

Indonesian: Second Language GENERAL

Unit 1

The focus of this unit is Dunia remaja (The world of youth). Students reflect on and share, aspects of their daily life, identity, school, interests and social activities. They explore the lifestyles of Indonesian teenagers: school life, sport, hobbies, leisure and friends, and compare with their own life. They consider shifting trends in teenage culture and the ever-changing face of communication by social media.

Unit 2

The focus for this unit is Berjalan-jalan di Indonesia (Out and about in Indonesia). In this unit students reflect on their local neighbourhood, favourite weekend or holiday spots, and the part-time work environment from the personal perspective of a teenager living in Australia. They explore travelling in Indonesia, with a particular focus of going beyond Bali and developing a familiarisation with the diversity of Indonesia, engaging with local people, and understanding cultures. They consider the benefits of travel and explore different types of tourism.

Unit 3

The focus for this unit is Saat ini aku di sini (Here and now). Students reflect on what they do in their daily life and express their identity and what it means to be a teenager. They discuss moving into adulthood, coping with pressures, socialising and developing relationships. They explore the influence of culture on lifestyle in Indonesia through a study of music, film, and national and religious celebrations. They consider communication in a changing world and its influence on culture and language.

Unit 4

The focus for this unit is Bisa saya bantu? (Can I help you?). In this unit students reflect on the appeal of Australia to travellers and the reasons why Indonesians travel to Australia. They discuss the importance of cross-cultural engagement when interacting with Indonesian visitors, in order to develop deeper relationships. They explore preparations for student exchange to Indonesia and discover how exchange visits link communities, broaden friendships, and bring new opportunities as well as challenges. They consider future education and employment opportunities, as well as travel and community service pathways, in a fast developing world.



MATHEMATICS

Year 11		Year 12	
Mathematics Applications ATAR	Units 1 & 2	Mathematics Applications ATAR	Units 3 & 4
Mathematics Methods ATAR	Units 1 & 2	Mathematics Methods ATAR	Units 3 & 4
Mathematics Specialist ATAR **	Units 1 & 2	Mathematics Specialist ATAR **	Units 3 & 4
Mathematics Essential GENERAL	Units 1 & 2	Mathematics Essential GENERAL	Units 3 & 4

Mathematics Specialist ATAR**

This course provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. The Mathematics Specialist ATAR course is the only ATAR mathematics course that should not be taken as a stand-alone course. SCSA advised that the course should be done in conjunctions with the Mathematics Methods ATAR course.

Unit 1

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

Unit 2

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

Unit 3

The three topics covered in this unit are Complex numbers; Functions and sketching graphs and; Vectors in three dimensions. The Cartesian form of complex numbers was introduced in Unit 2 and in Unit 3, the study of complex numbers is extended to the polar form. The study of functions and techniques of calculus begun in the Mathematics Methods ATAR course is extended and utilised in the sketching of graphs and the solution of problems involving integration. The study of vectors begun in Unit 1, which focused on vectors in one- and two-dimensional space, is extended in Unit 3 to three-dimensional vectors, vector equations and vector calculus. Cartesian and vector equations, together with equations of planes, enabled students to solve geometric problems and to solve problems involving motion in three-dimensional space.



Unit 4

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

** This unit may run through the Catholic Education ViSN online learning option. Students who wish to do these courses will need to get approval from Associate Principal Senior Secondary before selecting.

Mathematics Methods ATAR

Unit 1

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

Unit 2

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

Unit 3

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

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

Unit 4

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



drawn from that population. In the Mathematics Methods ATAR course, statistical inference is restricted to estimating proportions in two-outcome populations.

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

Mathematics Applications ATAR

Unit 1

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

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

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

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

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

Unit 2

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

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

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

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

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

Unit 3

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

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

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



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

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

Unit 4

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

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

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

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

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

Mathematics Essentials GENERAL

Unit 1

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

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

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

Unit 2

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

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

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



Unit 3

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

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

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

Unit 4

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

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

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



SCIENCE

Year 11		Year 12	
Biology ATAR	Units 1 & 2	Biology ATAR	Units 3 & 4
Biology GENERAL	Units 1 & 2	Biology GENERAL	Units 3 & 4
Chemistry ATAR	Units 1 & 2	Chemistry ATAR	Units 3 & 4
Human Biology ATAR	Units 1 & 2	Human Biology ATAR	Units 3 & 4
Human Biology GENERAL	Units 1 & 2	Human Biology GENERAL	Units 3 & 4
Integrated Science GENERAL	Units 1 & 2	Integrated Science GENERAL	Units 3 & 4
Physics ATAR	Units 1 & 2	Physics ATAR	Units 3 & 4
Psychology ATAR**	Units 1 & 2	Psychology ATAR**	Units 3 & 4

Biology ATAR

Unit 1

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

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

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

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



Unit 2

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

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

Through the investigation of appropriate contexts, students explore how international collaboration, evidence from multiple disciplines and the use of ICT and other technologies have contributed to developing understanding of the structure and function of cells and multicellular organisms. They investigate how scientific knowledge is used to offer valid explanations and reliable predictions, and the ways in which scientific knowledge interacts with economic and ethical factors.

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

Unit 3

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

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

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

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

Unit 4



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

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

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

** This course may run through the Catholic Education ViSN online learning option. Students who wish to do these courses will need to get approval from Associate Principal Senior Secondary before selecting.

Chemistry ATAR

Unit 1

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

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

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

Unit 2

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



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

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

Unit 3

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

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

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

Unit 4

This unit focuses on organic chemistry and the processes of chemical synthesis by which useful substances are produced for the benefit of society. Students investigate the relationship between the structure, properties and chemical reactions of different organic functional groups and the vast diversity of organic compounds. Students also develop their understanding of the process of chemical synthesis to form useful substances and products and the need to consider a range of factors in the design of these processes.

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

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



Human Biology ATAR

Unit 1

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

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

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

Unit 2

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

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

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

Unit 3

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

The complex interactions between body systems in response to changes in the internal and external environments facilitate the maintenance of optimal conditions for the functioning of cells. Feedback systems involving the autonomic nervous system, the endocrine system and behavioural mechanisms maintain the internal environment for body temperature, body fluid composition, blood sugar and gas concentrations within tolerance limits. The structure and function of the endocrine system, including the glands, hormones, target organs and modes of action, can demonstrate the many interactions that enable the maintenance of optimal cellular conditions. The structure and function of the autonomic nervous system, and its relationship



with other parts of the nervous system, can be linked to the roles each play in maintaining homeostasis of internal environmental conditions. Comparing and contrasting the endocrine and nervous systems can highlight the roles of each in homeostasis. Humans can intervene to treat homeostatic dysfunction and influence the quality of life for individuals and families.

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

Unit 4

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

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

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

Physics ATAR

Unit 1

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

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

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

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

Unit 2



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

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

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

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

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

Unit 3

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

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

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

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

Unit 4

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



theory of relativity and the quantum theory of light and matter. Students evaluate the contribution of the quantum theory of light to the development of the quantum theory of the atom, and examine the Standard Model of particle physics and the Big Bang theory.

Contexts that can be investigated in this unit include technologies, such as photo radar, fibre optics, DVDs, GPS navigation, lasers, modern electric lighting, medical imaging, nanotechnology, semiconductors, quantum computers and particle accelerators, and astronomical telescopes such as the Square Kilometre Array. Other contexts may include black holes, dark matter, and related areas of science, such as space travel and the digital revolution.

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

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

Psychology ATAR**

Unit 1

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

Unit 2

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

Unit 3

The focus of this unit is to introduce new concepts which assist students to have a better understanding of human behaviour. In this unit, students study the functions of the four lobes of the cerebral cortex and examine how messages are transmitted from the brain to the body. They focus on how behaviour is influenced by learning, by reviewing classical and operant conditioning, negative and positive reinforcement



and observational learning. They further expand their knowledge and understanding by examining behaviour that is not influenced by learning, such as heredity, hormones and recreational drugs. Students learn about the impact of others on individual behaviour. They examine the socialization processes observed within families and explore how social background and gender can shape communication styles. They expand on their knowledge of ethics in psychological research by considering the role of the experimenter and participants' rights such as privacy and anonymity. Students engage in detailed investigations of experimental methods, noting practical issues associated with research and its application.

Unit 4

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

** This course may run through the Catholic Education ViSN online learning option. Students who wish to do these courses will need to get approval from Associate Principal Senior Secondary before selecting.

Biology GENERAL

Unit 1

This unit explores the diversity of organisms and how scientists make sense of the natural world. Microscopic activities of cells provide students with the firsthand opportunities to explore a world not usually observed. Many everyday applications can be explained and explored through the understanding of cell processes, such as fermentation and plant growth. A deep understanding of a local area is complemented by collection and preservation of specimens and the use of classification keys.

Unit 2

This unit explores ways in which animals and plants exchange and transport materials between the internal and external environment. Through practical activities, students will study specialised structures and systems used for gas exchange, obtaining nutrients, removal of wastes and transport of materials, in a wide range of animals and plants. Investigations will be conducted into adaptations in terrestrial and aquatic environments. These will involve visits to local ecosystem, herbariums, museums, parks and zoos.

Unit 3

Organisms exhibit a diverse and interesting range of reproductive structures and behaviours to ensure reproductive success. This unit explores the genetic basis for variation and inheritance of characteristics by the next generation. Environmental conditions can also influence observable traits, including the sex of the offspring, and the timing and behaviours of reproduction. Life cycles of living organisms involve different modes of reproduction, methods of fertilisation, gestation, and distribution to maximise survival. Natural selection occurs when changing environments cause differential survival or organisms with adaptive characteristics.



Unit 4

In ecosystems, there is a dynamic interaction between organisms in a community and their abiotic environment. Varying environmental conditions in different geographical and physical situation have resulted in a wide diversity of ecosystems. Models of the flow of energy and matter help biologists understand interactions and how they might be applied in conservation. Human activity has impacted on the biodiversity in Western Australia.

Human Biology GENERAL

Unit One

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

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

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

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

Unit Two

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

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

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

Unit 3

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

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



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

Unit 4

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

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

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

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

Integrated Science GENERAL

Unit 1

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

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

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

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

Unit 2

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



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

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

Unit 3

In this unit, students integrate ideas relating to the processes involved in the movement of energy and matter in ecosystems. They investigate and describe a number of diverse ecosystems, exploring the range of living and non-living components, to understand the dynamics, diversity and interrelationships of these systems.

They investigate ecosystem dynamics, including interactions within and between species, and interactions between living and non-living components of ecosystems. They also investigate how measurements of population numbers, species diversity, and descriptions of species interactions, can form the basis for comparisons between ecosystems.

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

Unit 4

This unit provides students with the opportunity to conduct scientific investigations that will increase their understanding of important scientific concepts and processes. Students will explore the properties of chemical substances that determine their use, and the techniques involved in separating mixtures and solutions. They will investigate forces acting upon an object and the effects of kinetic, potential and heat energy on objects. Students will discover the way in which increases in the understanding of scientific concepts have led to the development of useful technologies and systems.

Practical experiences are an essential part of the Integrated Science General course. Investigations and experimentation should be incorporated into the delivery of the course and designed to further develop the students' skills in the areas of formulating hypothesis, planning, conducting, representing data in meaningful ways, interpreting data and scientific texts, and communicating findings to specific audiences using ICT and multimodal formats.

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



TECHNOLOGY

Year 11		Year 12	
Children, Family and the Community GENERAL	Units 1 & 2	Children, Family and the Community GENERAL	Units 3 & 4
Computer Science GENERAL	Units 1 & 2	Computer Science GENERAL	Units 3 & 4
Food Science and Technology GENERAL	Units 1 & 2	Food Science and Technology GENERAL	Units 3 & 4
Materials Design and Technology - Metal GENERAL	Units 1 & 2	Materials Design and Technology - Metal GENERAL	Units 3 & 4
Materials Design and Technology - Textiles GENERAL	Units 1 & 2	Materials Design and Technology - Textiles GENERAL	Units 3 & 4
Materials Design and Technology - Wood GENERAL	Units 1 & 2	Materials Design and Technology - Wood GENERAL	Units 1 & 2
Certificate II Hospitality		Certificate II Hospitality	

Children, Family and the Community GENERAL

Unit 1 – Families and Relationships

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

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

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

Unit 2 – Our Community

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

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



Unit 3 – Building on relationships

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

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

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

Unit 4 – My place in the community

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

Students examine developmental theories and their influence on cognitive development.

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

Computer Science GENERAL

Unit 1 – Personal use of computer systems

This unit provides students with the knowledge and skills required to use and maintain a personal computer. It introduces a formal method for developing simple information systems and databases. While considering personal needs, students examine the social, ethical and legal implications of personal computer use.

Unit 2 – Personal use of communications and information systems

This unit introduces a formal method for developing networks and internet technologies and writing a sequence of simple instructions. Students examine the social, ethical and legal implications associated with software development.

Unit 3 – Developing computer-based systems and producing spreadsheet and database solutions

The focus for this unit is on developing computer-based systems and producing spreadsheet and database solutions. Students are introduced to the internal, interrelating components of computer-based systems in an industry context. They examine a variety of systems, build on spreadsheet and database skills and gain an appreciation of how these concepts and technologies are used in industry.

Unit 4 – Developing computer-based solutions and communications

This unit builds on the content covered in Unit 3. The focus for this unit is on developing computer-based systems solutions and communications. Students are introduced to networking concepts, as applied to industry. Through the use of algorithms, students develop programming skills. Students create solutions exploring the ethical, legal and societal implications of industry-based applications.



Food Science and Technology GENERAL

Unit 1 – Food choices and health

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

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

Unit 2 – Food for communities

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

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

Unit 3 – Food science

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

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

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

Unit 4 – The undercover story

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

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



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

Materials Design and Technology – GENERAL

Materials are the basic ingredients of technology. Materials are used to make machines and these machines use materials to make products. The Materials Design and Technology General course is a practical course that allows teachers to explore and use three materials in the context of learning: metal; textiles and; wood. Each material used is a separate course and students can choose to do one, two or three Materials Design and Technology courses. The unit descriptions below are general and can be applied to any of the three materials used in the courses.

Unit 1

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

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

Unit 2

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

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

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

Unit 3

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

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



Unit 4

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

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

Certificate II Hospitality

The vocational education and training (VET) industry specific Sport and Recreation course provides students with the opportunity to achieve nationally recognised vocational qualification under the Australia Qualifications Framework (AQF) and to gain School Curriculum and Standards Authority course unit credit towards the WACE. The course is based on nationally endorsed training packages. It specifies the range of industry developed units of competency from the relevant training packages that is suitable for WACE. To meet the course requirements and achieve course units towards a WACE, students must follow the course structure, attain required units of competency and fulfil work placement requirements.

With this course, you'll gain practical skills in food and beverage preparation, including preparing and serving coffee and non-alcoholic beverages, to get you job ready and start your career in the exciting hospitality industry.

You'll learn how to interact with customers while gaining skills in social and cultural sensitivity, and gain a range of skills related to food and beverages in a hospitality setting. This qualification provides a pathway to work in various hospitality settings such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.

The hospitality course requires students to complete 12 Units of Competency (UoC) to qualify fully. For example, one of the units, *'Use hospitality skills effectively'*, runs over two years and involves 12 functions that each student must complete. Some of these functions are run out of school hours and during lunch, requiring students to attend in order to learn and then demonstrate the knowledge and skills required for this unit. The functions may include events such as the annual College Arts and Technologies Exhibition, Open Evenings, lunch functions for staff and other special College events.

This course can only be done by students who undertake a VET Pathway. The course will be offered by a qualified teacher at Mother Teresa Catholic College but will be auspiced by a Registered Trade Organisation that is SCSA endorsed.



OTHER

Workplace Learning Endorsed Program

Students taking a non-University pathway in Year 11 (non-ATAR pathway) are encouraged to participate in Workplace Learning.

Workplace Learning - Endorsed Program [Year 11 or Year 12]

Rationale

The Workplace Learning endorsed program provides an opportunity for a student to demonstrate, and develop increasing competence in the core skills for work, often referred to as generic, transferable or employability skills. A student learns to apply and adapt the workplace skills that are necessary to understand and carry out different types of work, and that play a key role in lifelong learning.

Developing competence in workplace skills assists an individual to gain employment, and in the longer term, to progress within the organisation or industry area in which they are employed, and to contribute successfully to the organisation's objectives and to the wider community.

A unit is awarded towards WACE for each unit of work completed (55 hours), along with a logbook and workplace journal.

Some VET qualifications require a minimum number of workplace learning hours as part of the course.

Students need to work with their parents/caregivers, in consultation with the College Pathways Office staff, to organise a work placement. Due to the logistics in the organisation of this endorsed program, all paperwork must be completed and submitted to the Pathways Office with a minimum of six week's notice prior to the workplace learning placement occurring. All placements are subject to College approval as students will be forging relationships and representing the school in the wider working community.

A maximum of 4 units - 2 in Year 11 and 2 in Year 12 can be awarded.

Community Service Endorsed Program

The Community Service endorsed program provides opportunities for Year 10, 11 or 12 students to develop the values, skills and understandings needed to contribute to civic wellbeing. Becoming involved in community service connects students to their communities and develops an ethos of service. This program allows students to:

- put values into action
- learn new skills
- explore a range of career opportunities.

The program also assists schools to meet a number of the outcomes outlined in the *Melbourne Declaration on Educational Goals for Young Australians*, in particular to:

- work for the common good, sustaining and improving natural and social environments
- create responsible local and global citizens.

Students participating in the Community Service endorsed program can be expected to gain a better understanding of people and the issues impacting on their well-being and understand that they can make a difference to the community in which they live through their actions. At Mother Teresa Catholic College, students may be able to participate in the Community Service endorsed program through their Christian Service Learning, in consultation with the Christian Service Learning Coordinator and the Pathways Office.



SCSA AWARDS

Exhibitions and Awards

Exhibitions and awards are granted by the School Curriculum and Standards Authority (the Authority) to senior secondary students studying Western Australian Certificate of Education (WACE) courses and vocational education and training (VET). The awards recognise individual excellence in both Australian Tertiary Admission Rank (ATAR) courses and VET.

The two peak awards are the Beazley Medal: WACE and the Beazley Medal: VET. Other awards for ATAR courses and VET include: exhibitions; special awards and certificates of excellence, distinction and merit.

The final decision on the granting of each award is made by a panel comprising the Chair of the Authority Board, a Board member and the Executive Director – School Curriculum and Standards.

To be eligible to achieve an award, a student must:

- have satisfied the requirements for a WACE at the time of the determination of the award/exhibition (except for Subject Exhibitions and Subject Certificates of Excellence).
- have been enrolled as a full-time student in a registered secondary school
- be an Australian citizen or a permanent resident of Australia.

Special General Awards, Special Subject Awards, Special VET Awards, and Special Subject Certificates of Excellence may be awarded to students who do not meet the general eligibility criteria.

More detailed information regarding SCSA Awards can be found at:

<https://senior-secondary.scsa.wa.edu.au/certification/exhibitions-and-awards>



University Entrance

Requirements for Admission to University

There are four public universities and one private university in Western Australia. Entry to the public universities is coordinated by TISC. Applications through TISC open in mid-Term 2 in Year 12.

The public universities are:

- Curtin University of Technology
- Edith Cowan University
- Murdoch University
- The University of Western Australia

The private university is:

- The University of Notre Dame

In order to qualify for admission, generally a student must fulfil the following criteria:

- a. Meet the WACE requirements prescribed by the SCSA.
- b. Achieve English Language Competence as prescribed by the individual universities.
- c. Attain a sufficiently high ATAR for entry to a particular university course.
- d. Satisfy any prerequisites or special requirements for entry to particular courses.

In recent years, some universities have made 'early offers' to Year 12 students based upon Year 11 and mid-Year 12 academic results. This practice has been in response to the COVID-19 pandemic in an attempt to mitigate students being disadvantaged when missing large portions of their senior secondary schooling due to extended lockdowns and the need to isolate for long periods of time in the earlier months and years of the pandemic.

It is important to note that in the case of receiving an early offer from a university, students must still complete their secondary education to the best of their ability, including all assessments and external examinations, and achieve their WACE and ATAR score to the pre-requisite standard set by the university for the offer to be upheld. It may be helpful to see these early offers more as an expression of interest from a particular university, rather than a guaranteed entry.

Any Year 12 student from Mother Teresa Catholic College intending to study for University Entrance via an ATAR pathway should note the following requirements:

1. Students will select six accredited Courses including Religious Education, or five accredited courses plus one VET certificate.
2. A minimum of four ATAR Courses combination needs to be chosen in Year 12 for an ATAR Pathway.
3. English or Literature must be studied.
4. The Tertiary Entrance Aggregate will be determined on the sum of the best 4 ATAR Courses studied at the end of Year 12.
5. The mix of different Courses' Units should be determined by a student's abilities, interests and intentions.
6. Course prerequisites for university courses of interest must be met.
7. Students who achieve a majority of 'C' and 'B' grades in Year 11 should consider taking five ATAR Courses and one General Course in Year 12.



Alternative entry into university

All universities offer alternative entry via enabling programs, portfolios or experience based application, or recognition of Certificate courses. It is highly recommended that such options are researched by individual students to gauge the optimal pathway.



The Australian Tertiary Admission Rank (ATAR)

Entry into the public universities in Western Australia is a matching process of people who want to go to university and the number of places that are available.

To assist in this process a student's Tertiary Entrance Aggregate (TEA) is converted to an Australian Tertiary Admissions Rank (ATAR), and places will be offered on the basis of this ranking. An ATAR is a number between 99.95 and zero that reports your rank position relative to all other students. If you have an ATAR of 70.00, for example, it indicates that your results are equal to or better than 70% of the Year 12 school leaver age population.

The Tertiary Entrance Aggregate (TEA) is calculated and forms the basis for the determination of the ATAR. Students will be informed of their ATAR as well as their TEA. Information relating to cut-offs for various university courses provided by universities and reported in the newspapers will refer to the ATAR.

Conditions for the Determination of an Australian Tertiary Admissions Rank

The following points concerning the determination of the ATAR have been agreed to by the four public universities.

- All SCSA-Developed ATAR Courses of Study are eligible for use in determining an ATAR.
- For a student's Course to be used in the calculation of his/her ATAR:
 - A pair of units need to be completed
 - The external assessments need to be undertaken
- The final Course Level of Achievement will be a 50:50 combination of internal and external assessments.
- A student's TEA will be determined by the sum of a student's best four scaled scores.
- There will be no need for List A, List B (in this aggregate) as breadth of study is covered by the WACE requirements.
- There will be some unacceptable Course combinations for the determination of the ATAR
- For the purpose of determining an ATAR all universities will allow accumulation of final Course Levels of Achievement over a period of years.
- Courses undertaken on a private basis can be used in the determination of an ATAR. The final score of Achievement for a Course undertaken on a private basis will be 100% of the external assessment.
- The determination of a student's ATAR is independent of his/her achieving WACE or competence in English.

Please check the Tertiary Institutions Service Centre website for more details www.tisc.edu.au

University Entrance - Additional Information

Students aspiring to university entrance need to aim for an ATAR of 70 or higher. It should be remembered that:

1. The academic rigour of the course still remains high.
2. Failure rates for first year students at public universities need to be considered.
3. Employment prospects for students graduating with lower grades are less promising.



Admissions to TAFE

Vocational education and training has become increasingly important to school leavers seeking to join the work force. TAFE offers students an enormous range of subjects and courses to meet their specific career goals and is the State's largest vocational education and training provider.

Further information can be found at North Metropolitan TAFE www.northmetrotafe.wa.edu.au or South Metropolitan TAFE www.southmetrotafe.wa.edu.au

How TAFE Select Successful Applicants

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

In short, entrance requirements set the minimum literacy and numeracy skills or AQF qualification levels required for admission to a course. School students who do not achieve an Online Literacy and Numeracy Assessment, are encouraged to find out about alternative pathways to TAFE. Entrance requirements only apply to non-competitive courses, which attract lower numbers of applications.

Competitive courses are of high demand and require applicants to meet selection criteria in addition to the entrance requirements.

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

Applications for entry to full time TAFE courses are managed by TAFE Admissions. Part time courses are managed by each TAFE college directly.

The Australian Tertiary Admission Rank IS NOT used to assess your application.

Please follow this link for TAFE admissions guide for entry to full time courses:

<https://www.fulltimecourses.tafe.wa.edu.au/>



Move between TAFE & University

An ATAR is not the only means of entry to university in Western Australia. TAFE can be your stepping stone to a university education. Many TAFE graduates gain admission to Australian universities each year.

What you need to know:

- TAFE graduates need to apply through the Tertiary Institutions Services Centre (TISC) for admission to universities (www.tisc.edu.au). In some cases, students may apply directly for admission to the university. Check with the individual university's student services for more details and information.
- In order to be considered for a university place you will need to meet the minimum entry requirement. This is the lowest level of educational achievement universities require.
- Achieving the minimum entry requirement does not guarantee entry to a particular course or that an applicant is competitive enough to be selected for a place at the university.
- Entry to courses is very competitive and some university courses have subject prerequisites. Completing a Diploma or Advanced Diploma may increase your chance of selection.
- Depending on what you have previously studied, some universities may give you credit for the work you have already done, meaning it will take you less time to complete your university qualification. This is referred to as advanced standing or credit transfer. Once you have been accepted into a university course you will be able to discuss this possibility with the university.

For information about how to improve your chances of selection contact your preferred university's admissions centre.



Common Acronyms

ATAR	<p>Australian Tertiary Admissions Rank</p> <p>The ATAR is a rank between 0.00 and 99.95 that indicates a student's position relative to all the students in their age group. Universities are the ATAR to help them select students for their courses and admission to most tertiary courses is based on your selection rank. The average ATAR is usually around 70.00.</p>
EST	<p>Externally Set Task</p> <p>All students enrolled in a General Year 12 course and/or Foundation Year 12 course are required to complete the externally set task (EST) developed by the Authority for that course. The EST is compulsory and forms part of the school-based assessment and is included as a separate assessment type with a weighting of 15% for the pair of units. The ESTs are administered in schools during designated weeks in Term 2 under standard test conditions.</p>
NAPLAN	<p>National Assessment Program – Literacy and Numeracy</p> <p>The National Assessment Program – Literacy and Numeracy is an annual national assessment for all students in Years 3, 5, 7 & 9. All students in these year levels are expected to participate in tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. All government and non-government education authorities have contributed to the development of NAPLAN materials.</p>
OLNA	<p>Online Literacy and Numeracy Assessment</p> <p>The OLNA is an online literacy and numeracy assessment. It is designed to enable students to successfully meet WACE requirement of demonstrating the minimum standard of literacy and numeracy. Students who have achieved Band 8 or higher in any of the three components of reading, writing and numeracy in their Year 9 NAPLAN are acknowledged as having demonstrated proficiency in using a range of ACSF Level 3 skills in that component and will not be required to sit the corresponding OLNA test.</p>
SCSA	<p>School Curriculum and Standards Authority</p> <p>The School Curriculum and Standards Authority is responsible for Kindergarten to Year 12 curriculum, assessment, standards and reporting for all Western Australian schools.</p>
TAFE	<p>Technical and Further Education</p> <p>TAFE is a government-run system that provides education after high school in vocational areas, like beauty, design, childcare, accounting, business, recruitment, IT, and many more. TAFE focuses on specific skills for a particular workplace.</p>
VET and VETDSS	<p>Vocational Education and Training</p> <p>VET covers all vocational training in Australia. Both government and private business run VET courses where students can gain Certificate, Diploma and Advanced Diploma. Senior Secondary students have access to some VET courses through a range of agencies in consultation with their school.</p> <p>VETDSS refers to VET qualifications undertaken while also still completing secondary education (Vocational Education and Training Delivered to Secondary Students).</p>
WACE	<p>Western Australian Certificate of Education</p> <p>The WACE is awarded to senior secondary school students who satisfy its requirements. It is a senior secondary certificate recognised nationally in the Australian Qualifications Framework (AQF). Generally, students will complete two years of senior secondary study to achieve the WACE, although the School Curriculum and Standards Authority allows students to meet the WACE requirements over a lifetime. The WACE is recognised by universities, industry and other training providers.</p>
WASSA	<p>The Western Australian Statement of Student Achievement</p> <p>The WASSA is issued to all Year 12 students at the completion of their secondary schooling. The WASSA provides a formal record of what students leaving in Year 12 have achieved as a result of their school education in Western Australia</p>



Contact Information

If you require further information or assistance, please use the list below to contact the relevant person/organisation.

Vice Principal	Susan.macdonald@cewa.edu.au
Associate Principal Senior Secondary	Dryw.edwards@cewa.edu.au
Year 10 Coordinator	Ryan.Gaynor@cewa.edu.au
Year 11 Coordinator	Greg.cranwell@cewa.edu.au
Future Pathways and Engagement Coordinator	Kelly.liley@cewa.edu.au
Workplace Learning/VET Coordinator	Andrea.sainty@cewa.edu.au
Team Leader: Religious Education & Evangelisation	Cat.fry-walker@cewa.edu.au
Team Leader: English, Humanities & Languages	Thomas.ryan@cewa.edu.au
Team Leader: Science, Mathematics, Health & PE	Peter.vanderkwast@cewa.edu.au
Team Leader: The Arts & Technologies	Brad.tudor@cewa.edu.au
Team Leader: Education Support	Jo.mcnally@cewa.edu.au
School Standards and Curriculum Authority (SCSA)	www.scsa.gov.au
South Metropolitan TAFE	https://www.southmetrotafe.wa.edu.au/
North Metropolitan TAFE	https://www.northmetrotafe.wa.edu.au/
Tertiary Institutions Service Centre (TISC)	https://www.tisc.edu.au/static/home.tisc
Curtin University	https://www.curtin.edu.au/
Edith Cowan University	https://www.ecu.edu.au/
Murdoch University	https://www.murdoch.edu.au/
University of Western Australia	https://www.uwa.edu.au/
Notre Dame University Australia	https://www.notredame.edu.au/

