



**2025**

**YEARS 11 & 12 HANDBOOK**



**ST. BRIGID'S  
COLLEGE**

## Principal's Welcome

Dear Families

It is with pleasure that I present to you our Years 11 & 12 Curriculum Handbook for the 2025 academic year. The last two years of compulsory education present many exciting opportunities for our young women as they venture into learning that is tailored to their needs and specific interests. Year 11 and 12 will enable your daughter to prepare for the next phase beyond St Brigid's.

At St Brigid's College we are committed to *lighting the way for every student to be confident, critical thinkers, who are empowered to illuminate the path ahead*. In partnership with our teachers, our students are called upon to:

*support and collaborate with each other  
take ownership of their learning  
make purposeful contributions  
respond positively to challenges and opportunities  
be creative and imaginative.*

Our College supports all students entering Year 11 with personalised course counselling. I encourage you to work together with your Course Counsellor in the selection of subjects. Choosing the right subjects can not only set your daughter up for success but enables her to get the most out of her final two years at school.

Our Mercy founder Catherine McAuley is quoted as saying, "We should be shining lamps giving light to all around us." I pray that these final years will be filled with both joy and success for your daughter. Your family members are valued in our community, and we look forward to working with them together in 2025.

Kind Regards

VERONICA PARKER  
PRINCIPAL

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## Section 1 – Welcome to the 2025 Subject Selection Journey

Welcome to the 2025 Subject Selection journey at St Brigid's College. The aim of the coming two years is to allow students to achieve their individual success in their chosen pathway. Our incoming Year 11 students are encouraged to select courses that will maximise their options in future years and, in the short-term, experience academic success at the College. It is essential for students and families to carefully consider the individual subject entry requirements and class teacher recommendations when deciding on their 2025 courses. Our Year 12 students must consider their degree of success in their chosen pathway in Year 11.

In selecting courses, students entering Year 11 –

- will study 6 courses of study; which may include ATAR, General or Foundation courses or a Certificate course.
- will select at least one List A (English / Humanities / Arts) and one List B (Mathematic / Science / Technologies) subject.
- will study Religion and Life ATAR or General.
- will study English ATAR, General or Foundation English, or Literature (students seeking university entrance must enrol in ATAR English/Literature).

In selecting courses, students entering Year 12 –

- will study 6 courses of study; which may include ATAR, General or Foundation courses or a Certificate course.
- will select at least one List A (English/Humanities/Arts)
- will select at least one List B (Mathematic/Science/Technologies).
- will study Religion & Life ATAR or General.
- will study English ATAR, General or Foundation English, or Literature (students seeking university entrance must enrol in ATAR English/Literature).
- may study FlexiTrack High or UniPath – eligible students only (Year 12).
- may apply to study a certificate offered by an external provider, for example Certificate IV Preparation for Health and Nursing Studies. Please discuss with the Director of Academics should this option be considered. Students will commence these studies upon suitability being confirmed in Term 4 2024. External certificates should not be enrolled in until a meeting has been held with the Director of Academics, and an application to be considered for this pathway approved by the College.
- may apply for a reduced study load as part of their courses, due to external studies being completed. Please discuss with the Deputy Principal – Teaching and Learning should this option be considered.

## The Transition from Year 10 to Year 11

There are a number of differences which you may notice in transitioning into the senior secondary years, in relation to course delivery, assessment and course requirements.

Year 10	Years 11 and 12
<ul style="list-style-type: none"> <li>• Study 10 subjects</li> <li>• Choice of subjects restricted to electives</li> <li>• Subjects range in time allocation between 2-4 periods a week</li> <li>• Include tests, assignments and extended tasks as the basis of assessment</li> <li>• Marks, percentages and grades A to E are awarded</li> <li>• Complete between 10 – 12 hours a week of homework</li> <li>• Examinations are sat in selected subjects</li> <li>• There is no external assessment, aside from OLNA</li> </ul>	<ul style="list-style-type: none"> <li>• Study 6 subjects</li> <li>• Students able to choose course options</li> <li>• Subjects are allocated 5 periods a week</li> <li>• Tests, assignments and extended tasks form the basis of assessment</li> <li>• Marks, percentages, levels of competency and grades A to E are awarded</li> <li>• Students in an ATAR pathway complete between 15 – 20 hours a week of homework. Students in a General/Certificate pathway complete between 12- 15 hours a week of homework</li> <li>• There are examinations in all ATAR subjects. There are no examinations in General/Certificate Courses, however in Year 12 an Externally Set Task is sat</li> <li>• External assessments set by SCSA and/or RTOs</li> </ul>

### 1.1 Pathway Options

Year 11	Year 12
<p><b>ATAR PATHWAYS – UNIVERSITY ENTRANCE</b></p> <p>6 ATAR Courses            5 ATAR Course + 1 General Course / Certificate            4 ATAR Courses + 2 General Courses            4 ATAR Courses + 1 General Course + 1 Certificate</p>	<p><b>ATAR PATHWAYS – UNIVERSITY ENTRANCE</b></p> <p>6 ATAR Courses            5 ATAR Course + 1 General Course            4 ATAR Courses + 2 General Courses            4 ATAR Courses + 1 General Course + 1 Certificate            5 ATAR Courses + study line (with approval)</p>
<p><b>GENERAL PATHWAYS – TAFE ENTRANCE / ALTERNATE PATHWAY ENTRANCE</b></p> <p>6 General Courses            5 General Courses + 1 Certificate            4 General Courses + 2 Certificates</p> <p>* ATAR subjects may be included in these pathways provided entrance requirements are met</p>	<p><b>GENERAL PATHWAYS – TAFE ENTRANCE/ALTERNATE PATHWAY ENTRANCE</b></p> <p>6 General Courses            5 General Courses + 1 Certificate            4 General Courses + 2 Certificates</p> <p>* ATAR subjects may be included in these pathways provided entrance requirements are met. Note, all examinations including the WACE Examination must be sat</p>

## The Pathways Explained

	ATAR (Australian Tertiary Admissions Rank) – University Pathway	General – Certification Pathway
<b>Pathway</b>	Direct university entrance	TAFE, work force or alternate entrance into some university courses
<b>Course Units</b>	Each course has four units; Units One and Two (Year 11 units) and Units Three and Four (Year 12 units). Units Three and Four must be studied as a pair, as the ATAR examination covers both units	Each course has four units; Units One and Two (Year 11 units) and Units Three and Four (Year 12 units). Units Three and Four must be studied as a pair
<b>Structure Of Courses</b>	Content based	Focus is on a practical application
<b>Assessments</b>	School-based (including examinations in Semester One and Two). At the end of Year 12, the WACE examinations are sat in each ATAR course	School-based or where applicable as per the external provider's requirements. During Year 12 students will also sit an Externally Sat Task for each General course
<b>Who Examines</b>	School Curriculum and Standards Authority (SCSA) and school based examinations	School Curriculum and Standards Authority (SCSA) or a Registered Training Organisation (RTO) in the case of Certificates
<b>Additional Features</b>		Students will undertake a work placement at allocated times in the year
<b>Alternate Entry</b>		The College is partnered with Murdoch University, FlexiTrack High, whereby successful students will be able to gain placement at this university at the conclusion of Year 12, with possible consideration at other universities. Uni Path (Notre Dame University) may also be considered as a pathway.

### The ATAR

\* The ATAR is a percentile rank, in which students are ranked from 99.95 downwards and will be based on best scaled four scores at the end of Year 12. For a student to achieve an ATAR of 96.0, means they have achieved better than 96% of the State in Year 12 (or are in the top 4%).

An ATAR is assigned based on the Tertiary Entrance Aggregate, which is a combination of 50:50 school-based achievement and examination results (Year 12 only). For further information please refer to <https://www.tisc.edu.au/static/statistics/cutoff-rank/cutoff-index.tisc>

### **Foundation Courses**

The College also offers Foundation courses in English and Mathematics; these courses provide a focus on functional literacy and numeracy skills, practical work-related experience and the opportunity to build personal skills that are important for life and work.

### **Certificate Courses**

Certificate courses provide vocational skills and knowledge that prepare students for entering the workforce, or in the case of a Certificate IV, potentially further tertiary studies.

### **Endorsed Units**

An endorsed unit is a SCSA approved consists of a series of lessons, classes and/or activities designed to lead to the achievement of a common goal or set of learning outcomes. Endorsed programmes can be delivered as part of the school curriculum or as extra-curricular activities. All endorsed programmes successfully completed and reported to SCSA by the school:

- are listed on the Western Australian Statement of Student Achievement
- may contribute towards the breadth-and-depth requirement of the WACE
- may contribute towards the C grade requirement of the WACE

At St Brigid's College, the Mercy in Action, Making A Difference (MIA MAD) program progresses into a School Curriculum and Standards Authority (SCSA) endorsed program for students in Year 10 and Year 11. As well as linking to the College values, SCSA recognises that students use community service activities to build on knowledge and understanding and develop abilities, skills and/or techniques. Each endorsed programme is allocated one, two, three or four unit equivalents. A student is able to count a maximum of four-unit equivalents from endorsed programs for WACE purposes, two in Year 11 and two in Year 12.

For the inclusion of endorsed units, please speak to the Director of Academics.

## **1.2 The Western Australian Certificate of Education (WACE) – Secondary Graduation**

The minimum requirements for students to receive their Western Australian Certificate of Education are outlined below.

### **Complete one of three course combination options \***

- complete at least four Year 12 ATAR courses\* OR
- complete at least five Year 12 General courses and/or ATAR courses or equivalent OR
- complete a Certificate II (or higher) VET qualification as well as ATAR, General or Foundation Courses

### **Meet the requirements for breadth and depth of study**

Students must complete a minimum of 20 units or the equivalent, including:

- a minimum of ten Year 12 units or the equivalent
- four units from an English course, post-Year 10, including at least one pair of Year 12 units from an English learning area course
- one pair of Year 12 units from List A
- one pair of Year 12 units from List B

### **Meet the achievement standard**

Students must achieve 14 C grades or higher (or equivalents) in Year 11 and Year 12 units, including at least six C grades (or equivalents) in Year 12 units.

### **Demonstrate the literacy and numeracy standards**

Students must demonstrate minimum standards of literacy and numeracy by either:

- demonstrating the standard through the Online Literacy and Numeracy Assessment (OLNA); or
- pre-qualifying for a particular component by meeting the literacy and numeracy requirements of reading, writing and numeracy in their Year Nine NAPLAN and being exempted from that component in the OLNA.

The OLNA is compulsory for those students who have not prequalified in one or more of the components through Year Nine NAPLAN and want to achieve the WACE. Students will have up to six opportunities (two per year) between Year 10 and Year 12 to demonstrate the literacy and numeracy minimum standard.

It is expected that students who have not been successful in OLNA in Year 10 are studying at a minimum Mathematics Essentials in Year 11, to assist in the achievement of numeracy standards. In order to support students, additional literacy and numeracy support outside of normal school hours will be made available. It is highly recommended that students engage with these opportunities in order to maximise their performance in OLNA. Selected students may be eligible to enrol in Foundations English and Mathematics to assist in meeting literacy and numeracy benchmarks.

## 1.3 University and TAFE Entrance Requirements

### University Entrance Requirements

To be considered for university admission as a school leaver applicant, normally you must:

- meet the requirements for the Western Australian Certificate of Education prescribed by the School Curriculum and Standards Authority, and
- achieve competence in English as prescribed by the individual universities, and
- obtain a sufficiently high ATAR/Selection Rank for entry to a particular course, and
- satisfy any prerequisites or special requirements for entry to particular courses.

Some universities offer entrance for selected courses via alternate pathways. It is recommended that parents investigate individual university websites for further details on these pathways. Students are welcome to discuss this further with the Deputy Principal Teaching & Learning.

### TAFE Entrance Requirements

Each qualification has a set of minimum entrance requirements which must be met before an application will be considered. The entrance requirements are the academic qualifications needed before applying. It is important to note that some qualifications may require particular subjects to have been studied. There are also qualifications that may require the submission of a portfolio.

Qualifications that require students to address the selection criteria as well as minimum entrance requirements are identified in the TAFE Guide by the course statement. For these qualifications, both the entry requirements and selection criteria are to be addressed. You must submit documentary evidence of previous education, volunteer/workplace experience and other relevant information.

Points may be awarded under the following headings –

- **General Academic Merit** – This can be shown by providing written evidence of grades achieved at school or completed qualifications from TAFE or any other academic institution.
- **Related Qualifications and Preferred Subjects** – These allow points to be gained for previous TAFE or equivalent qualifications completed. Preferred subjects allow points to be gained for some subjects that may have taken either at school, TAFE – or through other registered training organisations which relate to the qualification applied for.
- **Interview or Portfolio** – Some qualifications have these special requirements. This is made clear in the TAFE book on a course by course basis.
- **Life Experience** – Points may also be gained for some qualifications if candidates have other life experience which is relevant or related to the qualification being applied for. If this is the case, a statement describing relevant experiences may be included.

All students are required to meet communication and mathematics benchmarks to be eligible for State Training Provider entrance.

Entrance Requirement - General	School Leaver	Non-school Leaver	Australian Qualification Framework
Certificate I	Nil	Nil	Nil
Certificate II	OLNA	C Grades in Year 10 English and Mathematics or equivalent	Certificate I or Certificate II
Certificate III	OLNA	C Grades in Year 10 English and Mathematics or equivalent	Certificate I or Certificate II
Certificate IV	C Grades in year 11 WACE. General English and OLNA	C Grades in Year 11 English and Mathematics or equivalent	Certificate II or Certificate III
Diploma or Advanced Diploma	Completion of WACE General or ATAR (minimum C Grades) or equivalent	Completion of WACE General or ATAR or equivalent (minimum C Grades)	Certificate III
<b>Academic Achievement</b>		<b>Work History</b>	
Derived from the highest points from either <ul style="list-style-type: none"> <li>• Secondary education results; or</li> <li>• Completed qualification</li> </ul>		Credit for total hours worked at <ul style="list-style-type: none"> <li>• Employment</li> <li>• Work experience</li> <li>• Community service/volunteer work</li> </ul>	

## 1.4 The Year 11 Course Selection Process

For students entering Year 11 2025 at St Brigid's College, the following process will be followed to facilitate the selection of courses.

Process	Timing
Careers Expo and School Based Careers afternoon	Term 2, Week 5
Year 10 Exams	Term 2, Week 8
Semester 1 Reports and Course recommendations released to students/parents	Term 2, Week 10
<b>Year 10 Careers Workshop</b>	Term 2, Week 11
<b>Year 10 Course Information Evening</b>	Term 2, Week 11
Parent / daughter discussions of possible courses based on recommendations and prerequisites.	July holidays
Year 10 students subjects entered online	Term 3 Week 1
<b>Students meet with Course Counsellors</b> Appointment times booked by parents	Term 3, Weeks 1-2
<b>Semester 2 Review meetings</b> as required	Term 4, Week 7
<b>Confirmation of courses</b>	Term 4

## Choosing Subjects 2025

The selection of courses should be made on the basis of a student's academic achievements, interests and possible future directions. Students who do not meet the entry requirements for certain courses are strongly discouraged from enrolling in such courses in Years 11 and 12 in 2025.

Each year the College reviews its offerings to meet the changing needs of our students and the changing post-schooling pathways. Contained in this Handbook are our courses for consideration for 2025 and 2026. Parents and students are advised that available resources may limit the possibility of timetabling various classes. Please be assured this is a carefully considered process and is at the discretion of the College. Students and families will be contacted when courses do not gain sufficient interest to discuss options available to individual students.

Students may study a limited number of Year 12 subjects without having studied the same subject in Year 11, although in the majority of cases, previous study is required and/or completion of work across the December – January holidays would be required, in order to acquire the necessary grounding in the selected subject. This includes the entry into Certification courses, whereby units are required to be completed prior to commencement of the calendar year.

Year 11 ATAR Courses			
Year 11 2025	List	Year 10 Subject Area	Entry Requirement
Religion and Life	A	Religious Education	C Grade
Accounting & Finance	B	Mathematics	B in Course 2 or higher
Applied Information Technology	B	English	B Grade
Biology	B	Science	C in Course 1 Science - Biology High C in Course 2 Science - Biology High A in Course 3 Science - Biology
Chemistry	B	Science	High C in Course 1 Chemistry. A Grade in Course 2 Chemistry.
Dance	A	Dance English	Above 60% C Grade C Grade
Drama	A	Drama English	Above 60% C Grade C Grade
English	A	English	60%
Geography	A	Humanities & Social Science	65% B Grade
Human Biology	A	Science	C Grade in Course 1 Biology, High C Course 2 Biology, A Grade in Course 3 Biology
Italian	A	Italian	68% B grade
Literature	A	English	65%

Media Studies	A	English	Media Studies: 60%, C Grade, English: C Grade
Mathematics Applications	B	Mathematics Course 1 or Course 2	Year 10 Course 1 - C grade Year 10 Course 2 - A, B or C grade
Mathematics Methods	B	Mathematics Course 1	Year 10 Course 1 A or B grade
Mathematics Specialist	B	Mathematics Course 1	Year 10 Course 1 A grade
Modern History	A	Humanities & Social Science	65% B Grade and English B Grade
Physical Education Studies	B	Health and Physical Education	65% or above in Physical Education. Above 50% in Course 1 Science Above 60% in Course 2 Science Above 80% in Course 3 Science
Physics	B	Science	Above 55% in Course 1 Physics Above 80% in Course 2 Physics
Psychology	B	Science	B Grade in Course 1 Science C Grade in Course 2 Science A Grade in Course 3 Science
Visual Art	A	Visual Art English	Above 60% C Grade C Grade

Year 11 General Courses		
Year 11 2025	List	Entry Requirement
Religion and Life	A	Nil
Aboriginal and Intercultural Studies	A	Nil
Applied Information Technology	B	Nil
Careers & Enterprise	A	Nil
Food Science & Technology	B	Year 10 Food Technology Preferred
Children, Family and Community	A	Nil
Dance	A	Year 10 Dance Preferred
Drama	A	Year 10 Drama Preferred
English	A	Nil
English Foundation	A	Students have not met OLNA requirements in Reading and Writing.
Human Biology	A	D Grade in Course 1 or 2. C Grade in Course 3
Italian	A	Consultation with Curriculum Team Leader
Media Studies	A	Media Studies: 50%, C Grade, English: C Grade
Mathematics Essential	B	Nil
Mathematics Foundation	B	Students have not met OLNA requirements in Numeracy.
Medical Science	B	D Grade in Course 1 or 2. C Grade in Course 3

Physical Education Studies	B	Year 10 Specialised Physical Education Preferred
Visual Art	A	Year 10 Visual Arts Preferred

Year 11 Certificate Courses	
Certificate II Outdoor Recreation	Desire to gain nationally recognised qualification – entrance Year 11 only to enable full completion of certification
Certificate II Workplace Skills	Desire to gain nationally recognised qualification – entrance Year 11 only to enable full completion of certification

## 1.5 Choosing Year 12 Courses in 2025

It is anticipated that the vast majority of students will progress into Year 12 without any changes made to their selections in 2025, as most courses require prior knowledge gained in Year 11. In order for success to be achieved in Year 12 courses, a minimum of a C grade should be attained. This should be carefully considered especially when deciding to continue an ATAR course.

### Year 12 Selection Process

Before choosing courses for 2025 and beyond, students and parents should -

- read all the material in this handbook.
- consider all changes wisely and remember that study lines do not guarantee success.
- consider what strategies will be employed outside of the classroom in Year 12 to achieve well.
- be aware of Year 12 entry requirements for courses, based upon Semester One Grades.
- be aware of subject choices needed for careers and/or post-secondary courses.
- talk to teachers and the appropriate Curriculum Team Leader.
- ensure selections are discussed between parents, guardians and students.
- be aware courses in Year 12 follow from Year 11 courses.
- for those families who have requested further assistance in course selection and/or the College has deemed it necessary that an interview be held, course counselling interviews will occur in Term Three.
- be aware there are some certificates which are College based that can only be commenced in Year 11 2025. Externally delivered certificates may (at the discretion of the Registered Training Organisation) be able to be commenced in Year 12. Should a certificate be commenced in Year 12, students are advised that this qualification may not be able to be completed in the limited time frame and may impact WACE attainment.
- Any student wishing to enrol in an external certificate for 2025, must in the first instance meet with the Director of Academics to apply to be considered for this course. Until such approval has been granted, enrolment may not occur in these certificates.
- be aware all students wishing to study certificate course should advise the Director of Academics to ensure these courses are registered with SCSA for secondary graduation purposes.

## Year 12 ATAR Courses Offered 2025

Year 12 ATAR Courses	List
Religion and Life	A
Biology	B
Chemistry	B
Dance	A
Drama	A
English	A
Geography	A
History	A
Human Biology	B
Italian	A
Literature	A
Mathematics Applications	B
Mathematics Methods	B
Mathematics Specialist	B
Physical Education Studies	B
Physics	B
Psychology	B
Visual Arts	A

Year 12 General / Foundation Courses	List
Religion and Life	A
Aboriginal and Intercultural Studies	A
Children, Family and Community	A
Dance	A
Drama	A
English	A
Food Science & Technology	B
Foundation English	A
Human Biology	B
Mathematics Essential	B
Mathematics Foundation	B
Physical Education Studies	B
Visual Arts	A

### Year 12 Certificate Courses

Certificate III Business – continued enrolment	Desire to gain nationally recognised qualification. As there is prior learning which is transferred from Year 11, students entering in Year 12, may not attain the full qualification
Certificate III School Based Education Support – continued enrolment	Desire to gain nationally recognised qualification – entrance Year 11 only to enable full completion of certification.
Certificate III Sport, Aquatics & Recreation	Desire to gain nationally recognised qualification
Certificate II Workplace Skills	Desire to gain nationally recognised qualification

FlexiTrack High	Students must apply via Murdoch University for Admission. Students need to achieve Year 11 General English A or B Grades, or ATAR English D Grades or above (see p. 33)
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## Section 2 - Subjects Offered at St Brigid's College

For further information relating to syllabus requirements please access

<https://senior-secondary.scsa.wa.edu.au/>

### Religion and Life ATAR

#### Prerequisite

ATAR: C Grade in Year 10 Religious Education and/or recommendation by Curriculum Team Leader.

#### Year 11 ATAR Course Content

This course focusses on the place of religion in society and on religious identity and purpose, where students examine the variety of human responses to religion. Students explore how religion can address human concerns, needs, and questions about meaning and purpose, while also shaping and supporting people throughout life. Students investigate religious worldviews and the characteristics of religion's origins and cultural influences. Students develop a range of research and inquiry skills to process information and communicate their findings effectively.

#### Year 12 ATAR Course Content

Building upon the Year 11 content and skills, this course focusses on past and present experiences of religion and their development over time. Students analyse the impact of changes within society and the interplay between people, religion, issues, and society. Students study the uniquely religious concept of freedom and consider the challenges and opportunities religions face in the future. Students further develop and consolidate their research and inquiry skills to demonstrate a comprehensive understanding of the interplay between religion and life.

#### Possible future study and career pathways

Both the General and ATAR pathways are well-suited to students pursuing careers in social service industries, allied health and education, and in the political or legal arena where applied ethics are of great need. This course also promotes strong research skills essential to working in public office, in government roles, and in project management.



For more information

Caterina Dwyer

## Religion and Life General

### Prerequisite

No prerequisite.

### Year 11 General Course Content

This course focusses on religion as a human activity and investigates the role that religion plays in society. Students explore the experiences that lead people to search for meaning and express their religious beliefs. Students define the characteristics of religion and consider how religion responds to issues of concern that exist in society, with a special attention to social justice. Students conduct research and develop inquiry skills to process information and communicate their findings effectively.

### Year 12 General Course Content

Building upon the Year 11 content and skills, this course focusses on the role that religion plays in people's lives. In particular, the course explores the concept of interplay – where people, religion, and social issues interact with, respond to, and shape each other in different ways, places, and times. Students further develop and consolidate their research and inquiry skills to demonstrate a deeper understanding of the interplay between religion and life.



### Possible future study and career pathways

Both the General and ATAR pathways are well-suited to students pursuing careers in social service industries, allied health and education, and in the political or legal arena where applied ethics are of great need. This course also promotes strong research skills essential to working in public office, in government roles, and in project management.

### For more information

Caterina Dwyer

## Aboriginal & Intercultural Studies General

### Prerequisite

No prerequisite.

### Year 11 General Course Content

The focus for the first unit is to develop knowledge and understanding of Australia's First Nations Peoples as being the oldest living continuous cultures in the world. The second unit examines the distinctiveness of Australian First Nations Peoples' cultural expressions. They explore Art, Music, Film, Dance and the telling of stories. Students will discuss and demonstrate knowledge of how cultural expressions should be maintained, shared, and revitalised.

### Year 12 General Course Content

The focus for this unit is the relationship First Nations Peoples in Australia and internationally have with the environment. Students will study the important role that Country and the environment play in the lives, cultures and identities of First Nations Peoples. Self-determination for First Nations Peoples is the primary focus of Unit 4. Students analyse how in the face of invasion, displacement, government policies and other cultural interaction, First Nations Peoples' cultures continue to be resilient. The unit explores how all Australians can contribute to reconciliation.

### Skills developed by studying this course

Aboriginal and Intercultural Studies develop skills of cultural awareness and sensitivity. Understanding and respecting cultural differences and similarities are increasingly important in a diverse and inclusive society.



### Possible future study and career pathways

Skills and knowledge developed from this course are valuable in many professional fields including international business, education, diplomacy, social work, healthcare and tourism.

### For more information

Cathy Santarelli

## Accounting & Finance ATAR

### Prerequisite

B Grade or higher in Mathematics Course 2.

### Year 11 Course Content

This course covers both management and financial accounting for companies. Students will begin with management accounting which consists of preparing internal reports and financial calculations to make informed decisions. The management accounting topics include capital investments decisions, cost-volume-profit analysis, cost accounting and budgeting. Students learn to interpret this data to make informed business decisions. Students learn company accounting including how to account for initial share issues, prepare cash flow statement, ratio analysis and develop various financial reports.

### Year 12 Course Content (2026)

This course covers both management and financial accounting for companies. Students will begin with management accounting, which consists of preparing internal reports and financial calculations to make informed decisions. The management accounting topics include capital investments decisions, cost-volume-profit analysis, cost accounting and budgeting. Students learn to interpret this data to make informed business decisions. Students learn company accounting including how to account for initial share issues, prepare cash flow statement, ratio analysis and develop various financial reports.

### Skills developed by studying this course

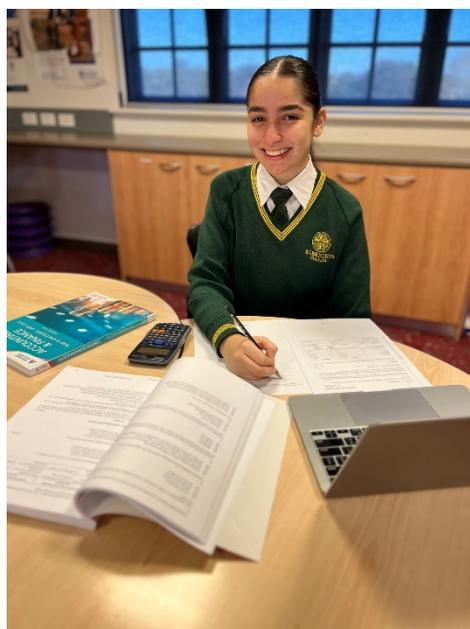
Double entry accounting, cost-volume-profit analysis, cost accounting, budgeting, financial statement analysis, ration analysis, problem solving, critical thinking, communication, decision making.

### Possible study and career pathways

Commerce and business law, small business owner, financial accountant, management accountant, financial analyst, auditor, financial planner, forensic accountant.

### For more information

Marsha Pengilly



## Applied Information Technology ATAR & General

### Prerequisite

General - N/A and ATAR - B Grade in English.

### Year 11 Course Content

In Applied Information Technology, we study the use of computers to design and create content to deliver messages using a wide variety of media. In Year 11, we focus on Media Information Technologies and Information Technology in Business. Throughout study of computers, their uses and the impacts technology can have on society, students are prepared for a wide variety of roles within the digital creative industries. Production projects include a website and digital artworks.

### Year 12 Course Content

Applied Information Technology builds upon the foundations laid in Year 11 with further attention devoted to evolving digital technologies and digital technologies within a global society. Students study the impacts of digital technologies on workplaces, people groups and communities. Students will produce websites and videos using the information they have gained.

### Possible study and career pathways

Website Design, Computer Support, Graphic Design, Architecture.

### For more information

Rob Hill



## Biology ATAR

### Prerequisite

C Grade in Course 1 Science – In the Biology units., High C Grade in Course 2 Science - In the Biology units.  
High A Grade in Course 3 Science - In the Biology units.

### Year 11 Course Content

Students explore the abiotic and biotic components of ecosystems and their interactions. They study classification systems used for data collection, comparison, and evaluation. The course covers the interdependent components of cellular systems and examines the multiple interacting systems within multicellular organisms.

### Year 12 Course Content

Building on the content and skills acquired in Year 11, Year 12 Biology students delve into the mechanisms of heredity, exploring how inheritance patterns can be explained, modelled, and predicted. They examine the connection between these genetic patterns and population dynamics, applying the theory of evolution by natural selection to understand changes in populations over time



### Skills developed by studying this course

Studying the Biology ATAR course provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. Understanding of biological concepts, as well as general science knowledge and skills, is relevant to a range of careers. This course will also provide a foundation for students to critically consider and to make informed decisions about contemporary biological issues in their everyday lives

### Possible study and career pathways

Medicine, Nursing, Biotechnology, Veterinary Science, Agricultural Science, Zoology, Conservation Biology, Biomedical Science.

### For more information

Darren McGoran

## Career & Enterprise General

### Prerequisite

No prerequisite.

### Year 11 Course Content

The Career and Enterprise General course engages students in learning about developing their career in a constantly changing digital and globalised world. Careers are about work, learning and life. Individuals need to be proactive, enterprising career managers who engage in lifelong learning. Career and Enterprise General aims to provide students with the knowledge, skills and understanding to enable them to be enterprising and to proactively manage their own careers. The course is divided into two units:

- Unit 1 enables students to develop the understanding, knowledge and skills required when exploring work and career options
- Unit 2 enables students to further develop their understanding, knowledge and skills involved in preparing for and participating in entry-level jobs.

Students in this course will create Career portfolios which are presented in a professional manner and reflect organisation of detailed records of work, training and learning experiences, especially those related to securing and maintaining work. The portfolio will include the preparation of documents such as resumes, application letters, job applications forms and the opportunity to practice interview techniques. It is intended that students completing this course will complete two work placements during the year.

### Year 12 Course Content (2026)

Student will have the opportunity to explore the nature of work and the interrelationships between individual efficiency, workplace productivity and sustainability. They will focus on developing a proactive approach to securing and maintaining work as well as learn how to access and interpret labour market information. Students will also focus on learning skills for participating in a successful workplace, increasing productivity, improving job satisfaction and reducing workplace conflict. The students will look at the current and future complexities of the workplace and identify industry areas where there are job vacancies and examine their suitability for these industries. They will update their portfolios. It is intended that students studying this course will complete a work placement.

### Skills developed by studying this course

Employability skills, critical thinking, problem solving, organisation, decision making, creative thinking.

### Possible study and career pathways

Human resource management, organisational psychology, industrial relations, training and development and recruitment. All industry areas are relevant to the study of Career & Enterprise.

### For more information

Cathy Santarelli

## Certificate III Business

### Prerequisite

A desire to gain nationally recognised qualification. This course is for students who completed the Certificate II in Workplace Skills in Year 11, as students will be awarded recognition of their prior learning, which will contribute towards the completion of a Certificate III Business.

### Year 12 Course Content

Students enrolled in this course will further develop their teamwork and interpersonal and organisational skills, which can be used to further strengthen their employability capabilities post-secondary schooling. This course will provide students essential skills and exposure to business practices whilst working in teams, being creative and critical thinkers, and integrating the digital world into the business environment. Students will study a minimum of 4 additional units this year, with at least 8 units being credit transfers from the completed Certificate II Workplace Skills course from the previous year.

### Possible study and career pathways

The Certificate III in Business will allow students to consider further study in a Certificate IV in Business and beyond.

There are a diverse range of careers which are possible using this qualification, including business services officer, customer service officer, general clerk, clerical officer or junior personal assistant.



### For more information

Argia Biddle

## Certificate II Outdoor Recreation

### Certificate III in Sports, Aquatics & Recreation

#### Prerequisite

Desire to gain nationally recognised qualification.

#### Year 11 Course Content

The Certificate II in Outdoor Recreation in Year 11 aims to develop the skills and knowledge of the outdoors and to enable students to work within a team in an outdoor environment. Students will develop skills in canoeing and water rescue, cycling, snorkelling, bushwalking, orienteering camp cooking, first aid and assist in the running of outdoor activities. The course includes both water and land activities, incorporating a range of outdoor education skills and a camp to consolidate these skills.

#### Year 12 Course Content

The Certificate III in Sport, Aquatics and Recreation in Year 11 provides students the opportunity to develop their skills and learn how to work effectively in sport, fitness and recreation environments, plan and conduct programs, organise schedules, coaching, apply senior first aid and use social media tools for collaboration and engagement.



#### Possible study and career pathways

Students electing to study these certificate courses may seek a future career at sporting grounds or complexes, leisure and swimming or aquatic centres, or community recreation centres. In addition, future study options may include a Certificate IV in Fitness, a Diploma of Sport and Recreation Management, a Bachelor of Health and Physical Education or a Bachelor of Sports Science.

#### Other

This pathway is designed for students to complete these certificates over two years. The courses are packaged in a way that enables students to complete units of competency that provide them with recognition of prior learning. Students in Year 11 are required to attend a compulsory Outdoor Education Camp, which contains essential content and assessment components.

**For more information**

Luke Ford

## Certificate III School Based Education Support

Year 11 Entrance Only

### Prerequisite

Desire to gain nationally recognised qualification.

### Year 11 – New 2025

From 2025 this certificate will only be offered as a fee for service qualification, via Fremantle Education Centre. Students will attend one day a week at the Fremantle campus (day to be confirmed). For families interested in this qualification and requirements, please alert your Course Counsellor for further information.



### Year 12 Course Content

This certificate will be continued to be offered to Year 12 students who have commenced the qualification on campus for 2025 only.

This certificate will provide students with work skills that will enable them to offer teachers assistance in primary and secondary schools. The student will develop strategies to support children in literacy and numeracy programmes, nurture and assist the well-being of students, behaviour management, curriculum planning and setting up of equipment just to highlight a few of the areas of the duties that apply to being an education assistant.

### Possible study and career pathways

On completion of the Certificate III in School Based Education Support, students will have the opportunity to attain employment as an education assistant in a school environment. The opportunity exists for students to continue their post compulsory education by enrolling in a Certificate IV in School Based Education Support and then further studies in a Bachelor of Education (Primary or Secondary).

### Other

Students will complete a compulsory practicum for a total of 100 hours, according to the auspicing agreement with Adapt Education. Placements generally shall be scheduled during the College's examination periods.

**For more information**

Janine Walsh

## Certificate II Workplace Skills

### Prerequisite

Desire to gain nationally recognised qualification.

### Year 11 & 12 Course Content

Certificate II Workplace Skills prepares students for entry-level positions across a diverse range of business services settings and can help to open the door to a vast array of non-technical employment opportunities. Students will work to become proficient in using office technology, i.e. using a computer in a business setting. Students will study a total of 10 units during the course – including using software applications, creating electronic presentations and working effectively in a business environment. Importantly, students will become 'job ready'.

### Possible study and career pathways

The Certificate II in Workplace Skills provides entry levels skills for students to begin their time in the work-place. It can be used to enter employment in fields such as a receptionist, data entry operator or an office junior.

### Other

Students are able to enter this course in Year 12 in replacement of the Certificate III Business which is a two-year pathway. This course is ideally partnered with Workplace Learning.



### For more information

Argia Biddle

## Chemistry ATAR

### Prerequisite

High C or better in Course 1 Chemistry. A Grade in Course 2 Chemistry.

### Year 11 Course Content

Students will delve into the atomic structure and bonding to understand the macroscopic properties of materials. They will explore the energy changes that accompany chemical reactions and learn to write and balance chemical equations. The course will cover calculations involving the masses of substances in chemical reactions, along with bonding models that explain the relationship between structure, properties, and reactions. Students will also study the factors that influence the rate of chemical reactions. Additionally, the course will examine the properties of water and the characteristics of acids and bases. Finally, students will use chemical equations to calculate the concentrations and volumes of solutions involved in chemical reactions

### Year 12 Course Content

Students will study the reversibility of reactions and the dynamic nature of equilibrium in chemical systems. They will learn about contemporary models of acid-base behaviour that explain their properties and uses. The course will cover oxidation and reduction reactions, including how electricity is generated from electrochemical cells. Students will explore the structure, properties, and chemical reactions of different organic functional groups. Additionally, they will examine chemical synthesis to form useful substances and products, considering a range of factors in the design of these processes.

### Skills developed by studying this course

Studying Chemistry provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. Chemistry knowledge is valuable in occupations that rely on an understanding of materials and their interactions. Some students will use this course as a foundation to pursue further studies in chemistry, and all students will become more informed citizens, able to use chemical knowledge to inform evidence-based decision making and engage critically with contemporary scientific issues



### Possible study and career pathways

Medicine, Pharmacy, Veterinary Science, Agriculture, Biochemist, Industrial Chemist, Engineering, Science education: Teacher, University lecturer, Science communicator.

### For more information

Darren McGoran

## Children, Family and the Community General

### Prerequisite

No prerequisite.

### Year 11 Course Content

In the Children, Family, and Community General course, students will explore resources and support services in Western Australia. They'll study the biological and environmental impact on human development, create portfolios identifying developmental milestones, and design care packages. Additionally, they'll develop educational materials for health campaigns, participate in virtual baby parenting, and keep journals to enhance practical skills and understanding.



### Year 12 Course Content

Throughout the Children, Family, and Community General course, students will investigate real-world issues of inequity and injustice, learning advocacy fundamentals. They'll explore growth and development theories, applying them to individuals and groups. Projects celebrating cultural diversity will promote inclusivity. Students will develop self-management skills by creating culturally tailored care packages and advocacy plans. They'll analyse the impact of changing family structures on communities, evaluating strategies across social, cultural, economic, political, and technological factors. These activities will equip students with practical skills and a deeper understanding of positive community contribution.

### Possible study and career pathways

Education, Nursing, Community Services, Health.

### For more information

Rob Hill

## Dance ATAR

### Prerequisite

Dance: Above 60% C Grade, and English: C Grade.

### Year 11 Course Content

This unit focuses on the exploration of dance in popular culture and how this leads to a wider understanding of the diverse contexts and functions of dance in society. 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. This unit focuses on the diverse range of functions and contexts of dance in Australia. Students will be given an opportunity to choreograph for themselves and others using different genres of dance.

### Year 12 Course Content

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. The focus of this unit is extending the boundaries. 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. Students will critically analyse their own work and the work of others, reflecting on the relationships between dance works, audiences, and contexts, and how these contribute to the development of different perspectives.



### Skills developed by studying this course.

Choreographic, genre-based dance skills, safe dance practice skills, dance technology, design and research, planning and analytical skills.

### Possible study and career pathways

Dance Teacher, Professional Dancer, Costume Designer, Arts Administration and Choreographer.

### Other

Out of hours rehearsal and excursion time can be expected as part of the course. Students may also need to purchase suitable performance attire.

### For more information

Mark Sills

## Dance General

### Prerequisite

Dance: 50% C Grade, and English: C Grade.

### Year 11 Course Content

The Dance General course involves the making and performing of movement and the appreciation of its meaning. Through decision-making processes, students use a wide range of creative strategies to create dance works. They also learn how dance styles and forms are historically derived and culturally valued. The elements of dance and processes of choreography are explored, and students solve structured choreographic tasks to produce dance works for performance. Technologies and design concepts are introduced to the planning stage to enhance dance creation. In practical lessons, they improve safe dance practices and their physical competencies while acquiring genre-specific technique. Genre specific dance styles of contemporary, jazz, and hip hop will be explored.

### Year 12 Course Content

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 elements, choreographic processes, safe dance practice, technologies and design concepts that reflect current popular trends. Genre specific dance styles that will be explored are contemporary, jazz, hip hop and tap. An understanding of the Year 11 content is assumed knowledge for students in Year 12. 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.

### Skills developed by studying this course.

Choreographic and genre-based dance skills, safe dance practice skills, dance technology, design and planning and analytical skills.

### Possible study and career pathways

Dance Teacher, Professional Dancer, Costume Designer, Arts Administration and Choreographer.

### Other

Out of hours rehearsal and excursion time can be expected as part of the course. Students may also need to purchase suitable performance attire.

### For more information

Mark Sills

## Drama ATAR

### Prerequisite

Drama: Above 60% C Grade, and English: C Grade.

### Year 11 Course Content

This unit focuses on realistic and non-realistic drama. In this unit, students can research and collaboratively workshop, interpret and perform drama texts using techniques related to the drama styles studied. Students engage in drama processes such as improvisation, rehearsal approaches, text interpretation, characterisation and direction. Student work in this course includes production and design such as costume, set, sound and lighting design. The course develops a range of personal skills, knowledge and understandings that can be transferred to a range of careers and situations.

### Year 12 Course Content

This unit focuses on the realisation of drama text, context, forms, and styles through the application of a selected approaches such as Anne Bogart's View Points and Absurdist theatre. Students engage in drama processes such as improvisation, rehearsal approaches, text interpretation, characterisation and direction. Student work in this course includes work in direction, acting and design, such as costume, set, sound and lighting design. The course develops a range of personal skills, knowledge and understandings that can be transferred to a range of careers and situations.

### Skills developed by studying this course.

Direction, style-based acting skills, safe drama practice skills, sound and lighting technology use skills, design skills, planning, research, presentation and analytical skills, teamwork, problem solving and creative thinking skills.



### Possible study and career pathways

Performance Based Careers, Production, Administration and Management in Radio, Film, Television and Theatre, Teaching, Human Resources, Publicity and Marketing, Designer.

### Other

Out of hours rehearsal and excursion time can be expected as part of the course. Students may also need to purchase suitable performance attire.

For more information

Mark Sills

## Drama General

### Prerequisite

Drama: 50% C Grade, and English: C Grade.

### Year 11 Course Content

The focus of this course is dramatic storytelling and performance events. Students engage with the skills, techniques, processes, and conventions of dramatic storytelling and producing drama. Students view, read and explore how to perform scripts and/or script excerpts from Australian and/or world sources. Student work in this course includes production and design roles such as costume, set, sound and lighting design. The course develops a range of personal skills, knowledge and understandings that can be transferred to a range of careers and situations.

### Year 12 Course Content

The focus for this course is realistic and non-realistic drama. Students explore characterisation and performance and production roles and techniques. Students can research and collaboratively workshop, interpret, perform, and produce texts using realistic and non-realistic drama techniques. Student work in this course includes production and design roles such as costume, set, sound and lighting design. The course develops a range of personal skills, knowledge and understandings that can be transferred to a range of careers and situations.

### Skills developed by studying this course.

Direction, style-based acting, safe drama practice, sound and lighting technology use, design, planning, research, presentation and analytical skills, teamwork, problem solving and creative thinking.

### Possible study and career pathways

Performance Based Careers, Production, Administration and Management in Radio, Film, Television and Theatre, Teaching, Human Resources, Publicity and Marketing, Designer.

### Other

Out of hours rehearsal and excursion time can be expected as part of the course. Students may also need to purchase suitable performance attire.

### For more information

Mark Sills

## English ATAR

### Prerequisite

60% Grade C.

### Year 11 Course Content

This course consists of a pair of units which build on student understandings of the relationships between texts, audience, purpose and contexts of production and reception. Students are made familiar with imaginative, interpretive and persuasive texts and their construction. They also explore a variety of forms including those featuring multimodal elements. Students develop their analytical and creative skills in relation to ideas, attitudes and voices found in human experience. They critically examine stylistic choices and their role in shaping attitudes, values and perspectives.

### Year 12 Course Content

This course consists of a pair of units which extend student knowledge of representations of themes, issues, ideas and concepts by comparing texts. They also make these comparisons in relation to language, genre and contexts. They identify and analyse conventions of genre in order to interpret the text. Students consider the audience impact of different media, forms and modes. Their understanding is demonstrated through the production of imaginative, interpretive, persuasive and analytical responses.

### Skills developed by studying this course.

Engaging critically and creatively with texts, speaking and writing fluently in a range of contexts, developing speaking and listening skills for use in formal and informal situations.



### Possible study and career pathways

The course positions students to enter higher education directly from school. ATAR courses contribute to achievement of the WACE.

### For more information

Maxine Brown

## English General

### Prerequisite

No prerequisite.

### Year 11 Course Content

Students complete a pair of units which focus on reading, writing, viewing, speaking and listening using a range of literary, media and everyday texts. They develop their ability to comprehend texts, interpret meaning and respond personally, developing their critical thinking skills by questioning, using inferential reasoning and evaluating content and structure. Students also create oral, written and multimodal texts for a variety of audiences.

### Year 12 Course Content

In this pair of units, students extend on their critical thinking and analytical skills. They explore attitudes, text structures and language features to enable comprehension. They also consider the impact of how perspectives and values are presented to audiences and develop their ability to interpret texts and justify their responses. In the creation of their own texts, students consider audience and purpose.

### Skills developed by studying this course.

Using language effectively and creatively in vocational, community and academic contexts, developing proficiency in comprehending and creating a range of written, oral, multimodal and digital forms, collaborating confidently and effectively in everyday, community, social and applied learning contexts



### Possible study and career pathways

The course positions students to enter vocationally based training or the workforce straight from school. They contribute to achievement of the WACE. General courses may be used for alternative entry to some university courses.

### For more information

Maxine Brown

## English Foundation

### Prerequisite

Eligibility for enrolment in Foundation courses is determined by a student's progress towards demonstrating the minimum literacy standards for the WACE and must receive approval from the subject teacher and school principal.

### Year 11 Course Content

Students engage in the study of a pair of units which enable development of their literacy in the areas of work, community, personal and further learning opportunities. The aim of the course is to achieve the national standard in functional literacy conventions including spelling, punctuation and grammar. Students will focus on reading, producing, speaking and listening skills. They will learn to read and create a variety of texts which can be transactional, informative, persuasive and imaginative. Speaking and listening skills will also be emphasised in this course so that students improve their oral communication and presentation performances. Critical thinking skills will also be developed using exploration of form, audience, purpose, values and attitudes.

### Year 12 Course Content

Students engage in the study of a pair of units which continue to build on their literacy in the areas of work, community, personal and further learning opportunities. The primary aim of the course is to achieve the national standard in functional literacy conventions including spelling, punctuation and grammar. Students will focus on reading, producing, speaking and listening skills. They will learn to read and create a variety of texts which can be transactional, informative, persuasive and imaginative. Speaking and listening skills will also be emphasised in this course so that students improve their oral communication and presentation performances.

### Skills developed by studying this course.

Interpreting texts, articulating ideas, communicating in writing and speech, thinking critically.

### Possible study and career pathways

The course positions students to achieve functional literacy skills, practical work-related experience, and the opportunity to build personal skills that are important for life and work.

### For more information

Maxine Brown

## FlexiTrack High

### Prerequisite

Students must apply via Murdoch University for Admission into the FlexiTrack High program. Students must meet the following criteria to be considered for entrance:

#### Essential

- Year 11 General English A or B Grades, or ATAR English D Grades or above (Semester One Year 11 Report)

#### Desirable

- Minimum of 90% school attendance across Year 11
- Minimum of C grades in all other Year 11 courses (ATAR)
- Minimum of B grades in all other Year 11 course (General)
- Demonstrated high commitment to studies
- Demonstrated high work ethic
- Passed all three components of OLNA by end of Year 11
- A maximum of one ATAR subject studied in Year 12 – this is non-negotiable.

### Year 12 Course Content

The College is partnered with Murdoch University to offer students placement into FlexiTrack High, a university preparation programme. This programme provides a structured and supportive learning experience for students who are seeking an alternative option to an ATAR entry pathway into university. The course is designed to prepare students for under-graduate studies at Murdoch University and is a pathway to assist in university preparation for students not seeking to complete ATAR studies. The pathway provides explicit instruction in the foundational academic skills of reading, writing, analysing and researching and develops capacity to engage critically with texts and argue effectively

### Other

The course runs over 30 weeks (three school terms in Year 12) and is delivered at St Brigid's College (5 lessons per week) by our staff, in collaboration with an allocated Academic Tutor from Murdoch University.



### Possible future study and career pathways

Students on successful completion are granted a Murdoch indicative ATAR of 70.0 which can be used for entrance into all courses except Law, Veterinary Science and Engineering and are equivalent to four endorsed units for WACE attainment. This will replace one subject, determined by the College.

**For more information**

Maxine Brown and Marsha Pengilly

## Food Science & Technology General

### Prerequisite

No prerequisite.



### Year 11 Course Content

In the Food Science and Technology General course, students engage in practical tasks to understand food choices and health impacts. They evaluate diets, explore staple foods' use and nutrition, and create dishes with local ingredients. They also design ads targeting adolescents and learn food styling techniques. Through hands-on activities, they produce food products, assess them against dietary guidelines, and learn workplace safety and food handling practices. These experiences prepare students for the food industry and promoting healthy living.

### Year 12 Course Content

In the Food Science and Technology General course, students explore food processing techniques and their applications in recipes and menu planning. They tailor

food products to meet specific dietary needs and address issues like over-consumption of nutrients linked to obesity and chronic diseases. They explore wet and dry processing techniques and considers factors that lead to spoilage and contamination. Students also learn about food safety regulations, including HACCP principles, and develop skills to ensure food safety and quality.

### Possible study and career pathways

Nutrition, Health, Hospitality, Food Processing, Community Services and Retail.

For more information

Rob Hill

## Geography ATAR

### Prerequisite

65% Grade B

### Year 11 Course Content

The Year 11 course focuses on understanding how hazards like bushfires and their associated risks are perceived and managed at a local, regional, and global level. The second unit focus on how global networks and interconnection affect the economic and cultural transformation in urban areas today. Students develop knowledge on how advances in transport and communication technology lessen the friction of distance and have impacted urban development and renewal.

### Year 12 Course Content

The Year 12 course comprises two units of study. The first unit explores how the Earth's surface is constantly changing and that most environments are being modified by human activity. Students apply geographical inquiry skills to complete fieldwork to investigate human – environment systems.

The second unit builds upon the knowledge developed to examine urban planning. Students study metropolitan Perth to evaluate the transportation, communication and housing issues that are specific to the city.

### Skills developed by studying this course.

Skills include spatial awareness and analysis where students understand and interpret spatial data and patterns. Environmental awareness and understanding the diversity of cultures and places around the world.



### Possible study and career pathways

Skills in Geography lead to careers such as urban planning, environmental management, teaching, international development, logistics and public policy.

### For more information

Cathy Santarelli

## Human Biology ATAR

### Prerequisite

C Grade in Course 1 Biology, High C in Course 2 Biology, A Grade in Course 3 Biology

### Year 11 Course Content

Students will analyse how the structure and function of body systems, as well as the interrelationships between these systems, support metabolism and overall body functioning. They will study the reproductive systems of both males and females, exploring the mechanisms of genetic material transmission from generation to generation and examining the effects of the environment on gene expression.

### Year 12 Course Content

Building on the content and skills acquired in Year 11 Human Biology students will explore the nervous and endocrine systems and the mechanisms that help maintain bodily functions within a normal range. They will study the body's immune responses to invading pathogens. Additionally, students will investigate the variations in humans, their changing environments, and evolutionary trends in hominids.

### Skills developed by studying this course

An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations. Appreciation of the range and scope of such professions broadens their horizons and enables them to make informed choices. This helps to prepare all students, regardless of their background or career aspirations, to take their place as responsible citizens in society.

### Possible study and career pathways

Medicine, Nursing, Childcare, Chiropractic, Speech Pathology, Occupational Therapy, Beautician, Forensic Pathologist, Science education: Teacher, University lecturer, Health educator, Science communicator.



### For more information

Darren McGoran

## Human Biology General

### Prerequisite

D Grade in Course 1 or 2, C Grade in Course 3

### Year 11 Course Content

*(will be replaced by General Medical Science, pending SCSA approval)*

Students will analyse how the structure and function of body systems, and the interrelationships between systems, support metabolism and body functioning. They will then study the reproductive systems of males and females, the mechanisms of transmission of genetic material from generation to generation, and the effects of the environment on gene expression.

### Year 12 Course Content

Building on the content and skills acquired in Year 11 Human Biology students will explore the roles of bones, muscles, nerves, and hormones in maintaining the body's coordinated actions. They will also investigate the causes and spread of diseases, as well as how humans respond to invading pathogens.

### Skills developed by studying this course

An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations. Appreciation of the range and scope of such professions broadens their horizons and enables them to make informed choices. This helps to prepare all students, regardless of their background or career aspirations, to take their place as responsible citizens in society.

### Possible study and career pathways

Medicine, Nursing, Childcare, Chiropractic, Beautician, Forensic Pathologist, Science education: Teacher, University lecturer, Health educator, Science communicator.

### For more information

Darren McGoran

## Italian: Second Language ATAR

### Prerequisite

Year 11 entrance requirements: Grade B - 68% or higher. This course is aimed at students for whom Italian is a second, or subsequent, language. Students wishing to study a language in 2025 must complete the SCSA Language Eligibility eForm.

### Year 11 & 12 Course Content

The course is designed to equip students with the skills needed to function in an increasingly globalized society, a culturally and linguistically diverse local community, and provides them with the foundation for life-long language learning. The focus of this course is on further developing a student's knowledge and understanding of the culture and the language of Italian-speaking communities. Relevant and engaging tasks, develop literacy in the Italian language as well as extend literacy development in English. The Year 11 syllabus is divided into two units: Unit One: *Rapporti* (Relationships); Unit Two: *Andiamo!* (Travel – let's go!). The Year 12 syllabus is divided into two units: Unit Three: *Grazie Italia* (Thank you Italy); Unit Four - *Ieri, oggi e domani* (Yesterday, today and tomorrow)

### Language opportunities

- Participate in Italian cultural experiences within the classroom and in the community.
- The Italian Language Assistant Program provides students exposure to current cultural reality and conversation practice on an individual basis.
- Hosting a Language Assistant
- WAATI/Intercultura 2-month Exchange Programme to Italy
- Hosting an Exchange Student from Italy.



### Possible study and career pathways

The Italian: Second Language courses can connect to the world of work, further study and travel.

### Other

Universities in Western Australia will offer an ATAR Bonus to students who undertake study of a language other than English in Year 12 and 10% will be added to that student's Tertiary Entrance Aggregate.

## Italian: Second Language General

### Prerequisite

Entry to course is dependent on consultation with CTL – Language. Students wishing to study a language in 2025 must complete the SCSA Language Eligibility eForm.

### Year 11 Course Content

This course is aimed at students who may have no prior knowledge or experience of the Italian language or may have studied the Italian language and culture through classroom teaching in an Australian school. The Year 11 syllabus is divided into two units. Unit 1: *Questo mio mondo* (Here and now); Unit 2: *Cose da fare, luoghi da visitare!* (Things to do, places to go!)

### For more information

Maria Calabro

## Literature ATAR

### Prerequisite

English 65% B Grade.

### Year 11 Course Content

The course encompasses a pair of units which develop a variety of reading practices and involves the study of a wide range of literary texts featuring poetry, prose and drama. Students are encouraged to read widely and to investigate the historical, social and cultural backdrops of these texts and their resonances with students' own contexts. They progress their knowledge of literary conventions, storytelling traditions and audience considerations. Students also construct their understanding of intertextuality by comparing and contrasting the ideas, language and structure of different texts. In producing analytical responses, they demonstrate logic, consistent argument, and use of relevant evidence.

### Year 12 Course Content

The Year 12 course encompasses a pair of units which focus on the power of language to represent ideas, events and people across a range of texts, contexts, modes and forms. The values and attitudes embedded in texts are critically analysed and evaluated in terms of their



impact on readers. Students also focus on the dynamic nature of literary interpretation, the use of literary conventions and the aesthetic appeal. In producing close critical analysis students demonstrate independent interpretation, consistent argument, and use of relevant evidence.

### Skills developed by studying this course

Engaging with and contesting challenging ideas, forming interpretations based on critical perspectives, reflecting critically on intertextual connections, appreciating the aesthetic use of language.

### Possible study and career pathways

The course positions students to enter higher education directly from school. ATAR courses contribute to achievement of the WACE.

### For more information

Maxine Brown

## Media Studies ATAR

### Prerequisite

Media Studies: 60%, C Grade, English: C Grade

### Year 11 Course Content

This course involves identifying what is meant by 'popular' culture and considering the types of media, ideas and audiences from which popular culture evolves. Students analyse, view, listen to and interact with a range of popular media, develop their own ideas, learn production skills and apply their understandings and skills in creating their own productions. Students develop production and analytical skills and apply their understanding of media languages and audiences. Students will also further their understanding of journalistic media during the course. Students analyse, view, listen to and interact with a range of journalistic genres and they undertake more extensive research into the representation and reporting of groups and issues within media work. They draw on knowledge when developing ideas for their own productions. Students extend their understanding of production practices and responsibilities.

## Media Studies General

### Prerequisite

Media Studies: 50%, C Grade, English: C Grade

### Year 11 Course Content

Digital technologies have had an impact on and extended, the capacity that the media play in all Australian lives. Through new technologies, the role of the audience has shifted from a passive consumer to a more active participant, shaping the media through interaction and more accessible modes of production and dissemination of media work. In Media Production and Analysis, students' interaction and opportunity to use technologies enables them to engage with current media and adapt to evolving media platforms.

### Skills developed by studying these courses

Skills developed in this course include production and direction skills, safe equipment use skills, technology, design and planning and analytical skills.

### Possible study and career pathways

Journalist, AV editing, Social Media Content Producer, Digital Media, Film and Television Production and Direction.

### Other

Out of hours recording footage and editing can be expected as part of the course.

### For more information

Mark Sills

## Mathematics Foundations General

### Prerequisite

This course is designed for students that have not met OLNA requirements.

Mathematics Foundation is a course which focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the WACE. It provides students with the knowledge, skills and understanding to solve problems across a range of contexts, including personal, community and workplace/employment. This course provides the opportunity for students to prepare for post-school options of employment and further training.

### Year 11 Course Content

- Whole numbers and money
- Time, metric conversions, length, mass and capacity
- Data, graphs and tables
- The probability of everyday events

### Year 12 Course Content

- Location, time and temperature
- Space and design
- Rates and ratios
- Statistics and probability
- Application of the mathematical thinking process

### Skills developed by studying this course

Mathematical knowledge, understanding and skills to solve problems relating to addition and subtraction, length, mass, capacity and time, and involving the extraction of information from, and the interpretation of, various simple forms of data representation used in everyday contexts. solving problems relating to multiplication and division, perimeter, area and volume and qualitative probability from everyday contexts.

### Possible study and career pathways

Education assistant, tradesperson.

### For more information

Sarah Pontre

## Mathematics Essentials General

### Prerequisite

Year 10 Course 3 – A, B or C grade. Year 10 Course 2 - D grade.

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

### Year 11 Course Content

- Basic calculations, percentages, rates and ratios
- Using formulas for practical purposes
- Measurement, time and motion
- Representing and comparing data

### Year 12 Course Content

- Measurement, scales, plans and models
- Graphs in practical situations, data collection and probability
- Earth geometry and time zones
- Loans and compound interest Bivariate data analysis and Time series analysis



### Skills developed by studying this course

The ability to use mathematics effectively, efficiently and critically to make informed decisions. Mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings.

### Possible study and career pathways

Child health worker, tradesperson, education assistant, nurse, bookkeeper, retail management, lab technician, cloud administrator.

For more information

Sarah Pontre

## Mathematics Applications ATAR

### Prerequisite

Year 10 Course 1 - C grade. Year 10 Course 2 - A, B or C grade.

Mathematics Applications is an ATAR course which focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve analysing univariate and bivariate data, including time series data.

### Year 11 Course Content

- Consumer arithmetic
- Algebra and matrices
- Shape, measurement and applications of trigonometry
- Univariate data analysis and the statistical investigation process
- Linear equations and their graphs.

### Year 12 Course Content

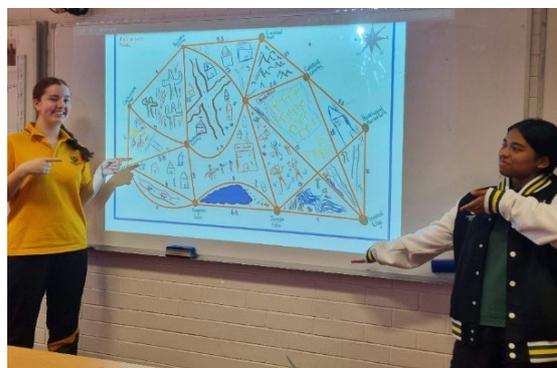
- Bivariate data analysis and Time series analysis
- Growth and decay in sequences
- Loans, investments and annuities
- Graphs, networks and decision mathematics.

### Skills developed by studying this course

The Applications course focuses on enhancing students' comprehension and application of mathematical concepts and techniques across various topics such as number, algebra, geometry, trigonometry, graphs, networks, and statistics. It aims to equip students with problem-solving abilities through practical applications of these mathematical principles. The course emphasises the development of reasoning, interpretive skills, effective communication of results, and proficient use of technology in mathematical and statistical contexts.

### Possible study and career pathways

Health policy advisor, data scientist, market research analyst, software developer, nutrition analyst, forensic scientist, AI systems programmer, agricultural scientist, project manager.



### For more information

Sarah Pontre

## Mathematics Methods ATAR

### Prerequisite

Year 10 Course 1 A or B grade.

Mathematics Methods is an ATAR course which focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.

### Year 11 Course Content

- Counting and probability
- Functions and graphs including exponential and trigonometric function
- Arithmetic and geometric sequences and series
- Introduction to differential calculus



### Year 12 Course Content

- Further differentiation, integrals and their applications
- Discrete random variables, continuous random variables and the normal distribution
- The logarithmic function
- Interval estimates for proportions

### Skills developed by studying this course

Algebra, functions, calculus, probability, and statistics. It aims to equip students with problem-solving skills by applying these concepts to real-world scenarios. Additionally, the course emphasizes the development of reasoning abilities, interpretation of mathematical and statistical information, effective communication, and proficient use of technology in mathematical contexts.

### Possible study and career pathways

Forensic scientist, economist, electrical and renewable energy engineer, chiropractor, teaching, international cyber security.

### Other

Mathematics Methods ATAR attracts a 10% bonus to the student's Tertiary Entrance Aggregate.

### For more information

Sarah Pontre

## Mathematics Specialist ATAR

### Prerequisite

Year 10 Course 1 A grade. Students must also study Mathematics Methods if they study Mathematics Specialist.

Mathematics Specialist is an ATAR course which 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 course contains topics in functions and calculus that build on and deepen the ideas presented in Mathematics Methods ATAR as well as demonstrate their application in many areas. Mathematics Specialist ATAR also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. Mathematics Specialist ATAR is the only ATAR mathematics course that should not be taken as a stand-alone course.

### Year 11 Course Content

- Geometry and Trigonometry
- Combinatorics
- Vectors in the plane
- Real and complex numbers
- Matrices

### Year 12 Course Content

- Complex numbers
- Functions and sketching graphs
- Vectors in three dimensions
- Integration and applications of integration
- Rates of change and differential equations
- Statistical inference

### Skills developed by studying this course

Geometry, combinatorics, trigonometry, complex numbers, vectors, matrices, calculus, and statistics. It emphasises problem-solving skills within these domains, utilising appropriate technology and fostering logical reasoning in mathematical and statistical contexts. The course focuses on effective communication of mathematical ideas and the ability to construct rigorous proofs to solidify understanding.

### Possible study and career pathways

Financial analyst, astronomer, research scientist, nanotechnology specialist, physicist, actuary.

### Other

Mathematics Specialist ATAR attracts a 10% bonus to the student's Tertiary Entrance Aggregate.

### For more information

Sarah Pontre

## Medical Science General

*(may be replaced by General Human Biology due to course pending SCSA approval)*

### Prerequisite

D Grade in Course 1 or 2. C Grade in Course 3

### Year 11 Course Content

Students will develop their understanding through scientific inquiry. They will plan and conduct investigations to collect first-hand data safely and methodically. The course covers topics such as solubility, concentration, and acids and bases. Students will also learn about the function of medical equipment. They will explore how the structure and function of cells help sustain life processes, and the role of the digestive system in providing essential nutrients for the musculoskeletal system, including how dietary decisions can impact the functioning of body cells and overall quality of life. Additionally, the course examines the circulatory and respiratory systems and how they facilitate the exchange, transport, and removal of materials for efficient body functioning.

### Skills developed by studying this course

Studying the Medical Science General course will provide students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. Some students will use this course as a foundation to pursue further studies in the medical field, and all students will become more informed citizens, able to use scientific knowledge to inform evidence-based decision making, and engage critically with contemporary scientific issues.

### Possible study and career pathways

Medicine, Nursing, Childcare, Chiropractic, Beautician, Forensic Pathologist, Science education: Teacher, University lecturer, Health educator, Science communicator.

### For more information

Darren McGoran

## Modern History ATAR

### Prerequisite

HASS, B Grade and English, B Grade.

### Year 11 Course Content

The Modern History ATAR Year 11 course content involves the study of the Meiji Restoration in Japan from 1853 – 1911. Change and continuity of the political, constitutional, and legal reforms in Japan will be evaluated as to the impact the changes or lack of change had on individuals and society.

The second unit is the study of how Nazism in Germany evolved from post-World War I in Europe during 1919 to an eruption of the Second World War in 1939. Students will assess how Nazism affected domestic and foreign policies.

### Year 12 Course Content

The Year 12 course includes a study of Russia and the Soviet Union 1914 – 1945 and how wars and revolutions have a significant impact on society. Students study political ideologies of Marxism, and communism. In the second unit students explore the changing European world from 1945 to 2001 including an analysis of the nature and origins of the Cold War between the USA and the USSR and its impact on Europe. Students also examine how the collapse of Communism in the USSR had significant global consequences.

### Skills developed by studying this course.

The key skills include evaluating sources for credibility and bias. Crafting clear, coherent and persuasive arguments in essays.

### Possible study and career pathways

Skills in History are transferable to careers in law, education, public policy, diplomacy, archaeology, journalism, archivist to name a few. The ability to think critically, communicate effectively and understand complex systems and diverse perspectives is valuable in any professional context.



**For more information**

Cathy Santarelli

## Physical Education Studies ATAR

### Prerequisite

B Grade or higher in PE, B Grade or higher in Course 1 Science, B Grade or higher in Course 2 Science, A Grade in Course 3 Science. An interest and strong ability in PE and at least one of the following sports: Australian Football, Basketball, Badminton, Cricket, Hockey, Netball, Soccer, Tennis, Touch Football (Rugby) and Volleyball.

### Year 11 Course Content

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

Students will be involved in different sport each semester.

The course is divided into six interrelated content areas:

- Functional Anatomy
- Exercise Physiology & Sports psychology
- Biomechanics
- Motor learning and coaching
- Development of physical skills and tactics



### Year 12 Course Content

Students are extended as new content is introduced into the theory lessons. Theory content continues to be interactive as students are involved human movement and laboratory lessons. Practical lessons are engaging, interactive and challenging as students will be involved in a different sport each semester. Semester two students will be required to specialise in a sport of their choice that is approved by SCSA.

### Possible study pathways

#### TAFE

Certificate IV Fitness  
Diploma of Sport and Recreation Management  
Graduate Certificate of Sport Management  
Bachelor of Physical Activity for Health

#### University

Bachelor of Health and Physical Education  
Bachelor of Sports Science  
Bachelor of Sport Management

### Possible career pathways

Personal Trainer, sports scientist, gym instructor, occupational therapy, recreation centre manager, physical education teacher.

### For more information

Luke Ford

## Physical Education Studies General

### Prerequisite

An interest in physical education, physical activity and human movement.

### Year 11 Course Content

The Physical Education Studies General course provides students with opportunities to understand and improve performance through the integration of theoretical concepts and practical activities. Students will develop knowledge on human movement and relation to physical activity. Students will be involved in different sport each semester. The course is divided into six interrelated content areas:

- Functional Anatomy
- Exercise Physiology
- Biomechanics
- Motor learning and coaching
- Sports psychology
- Development of physical skills and tactics

### Year 12 Course Content

Year 12 builds on the topics covered the previous year. Students are extended as new content is introduced into the theory lessons. Theory content continues to be interactive as students are involved practical coaching, human movement and laboratory sessions. Practical lessons are engaging, interactive and challenging as students will be involved in a different sport each semester.

### Possible study pathways

#### TAFE

Certificate IV Fitness

Diploma of Sport and Recreation Management

Graduate Certificate of Sport Management

Bachelor of Physical Activity for Health

#### University

Bachelor of Health and Physical Education

Bachelor of Sports Science

Bachelor of Sport Management

### Possible career pathways

Personal Trainer, sports scientist, gym instructor, occupational therapy, recreation centre manager, physical education teacher.

### For more information

Luke Ford

## Physics ATAR

### Prerequisite

Above 55% in Course 1 Physics or above 80% in Course 2 Physics.

### Year 11 Course Content

- Energy production by considering heating processes, radioactivity and nuclear reactions.
- Energy transfer and transformation in electrical circuits.
- Linear motion.
- Application of wave models to sound phenomena.

### Year 12 Course Content

- Gravitational motion.
- Electric and magnetic fields to explain how forces act at a distance.
- Theory of electromagnetism.
- Production and propagation of electromagnetic radiation.
- Shortcomings in existing theories led to the development of the quantum theory of light and matter.
- Special Theory of Relativity.
- Standard Model of particle physics.

### Skills developed by studying this course

Studying physics will enable students to become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues. The Physics ATAR course will also provide a foundation in physics knowledge, understanding and skills for those students who wish to pursue tertiary study in science, engineering, medicine and technology.

### Possible study and career pathways

Medicine, Meteorology, Engineering, Architecture, Astronomer, Radiographer, Research Scientist, Physiotherapy, Science education: Teacher, University lecturer, Science communicator.

### For more information

Darren McGoran

## Psychology ATAR

### Prerequisite

Above 50% in Course 1 or above 60% in Course 2 or above 80% in Course 3.

### Year 11 Course Content

- Psychological theories.
- Studies and models to explain human emotion, cognition and behaviour.
- Central nervous system and some effects of this structure on the way humans think, feel and behave.
- Methods used to study the brain.
- Adolescent development, and impact of developmental change on human thoughts, feelings and behaviours.
- Apply skills to understand and analyse psychological studies.

### Year 12 Course Content

- Cognitive psychology.
- Theories of memory and learning.
- Classical conditioning, operant conditioning and social learning theory, in the context of key studies.
- Theories in behaviour modification in a real-world context.
- Human cognition, emotion and behaviour to inform improvements in the wellbeing of individuals and groups in society.
- Psychological understanding of the relationship between motivation and wellbeing and apply this to the development of effective strategies related to stress and sleep.
- Some elements of the relationships between stress, sleep and wellbeing, and models and techniques to improve wellbeing in these contexts.

### Skills developed by studying this course

To explain thoughts, feelings and behaviours in the everyday world. On a larger scale, psychological knowledge can help us understand how individuals function within different contexts and how culture shapes people's values, attitudes and beliefs. Students learn how to construct coherent and logical responses to psychological concepts and understandings using appropriate terminology for a range of audiences, demonstrating a critical awareness of cultural and societal values and expectations.



### Possible study and career pathways

Psychologists and Counsellors, Nurses, Doctors, Occupational therapists, Science education: Teacher, University lecturer, Health educator, Science communicator, Human resources (management of staff), Social sciences (law and legal professions), Sales (retail) and Marketing (advertising).

For more information

Darren McGoran

## Visual Arts ATAR

### Prerequisite

Visual Art: 60% C Grade, English: C Grade.

### Year 11 Course Content

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 will create a body of work that explores the chosen theme and will include influences from other artist's, observational drawing, experimenting with media, developing their idea and manipulating visual language ready to begin their final artwork. They will also respond to artworks and artist's focusing on visual language, personal response, meaning, purpose and contexts. They become aware that self-expression distinguishes individuals as well as cultures. Students use various stimulus materials and investigative approaches as starting points to create artwork. They develop a body of work on their chosen theme, which will include the development of ideas and concepts and making informed choices about the materials, skills, techniques and processes they will use to produce their final artwork.

### Year 12 Course Content

Students engage with the social and cultural purposes of art making to produce a unique and cohesive body of work. 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. Students investigate the social functions of art, for example political and ideological expression, satire, social description, or graphic communication. Students identify and explore concepts or issues of personal significance in the presentation of a sustained, articulate, and authentic body of work. Skills, techniques, and processes are combined in the pursuit of new art forms, innovation, and personal style. They research and analyse factors affecting points of view such as time, place, culture, religion, and politics, synthesising this knowledge to express a personal artistic viewpoint or position.

### Skills developed by studying this course.

Medium-based skills, such as drawing, safe Visual Arts practice skills, visual art technology use skills, design skills, planning, research, presentation and analytical skills, problem solving and creative thinking skills.

### Possible study and career pathways

Artist, Illustrator, Graphic Artist, Fashion Designer, Costume and Textile Designer, Interior Designer, Art Teacher and Animator.

### For more information

Mark Sills

## Visual Arts General

### Prerequisite

Visual Art: 50% C Grade, English: C Grade.



### Year 11 Course Content

Students develop artworks based on their lives and personal experiences, observations of the immediate environment, events and/or special occasions. Students acquire various skills using processes of experimentation and discovery. 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.

### Year 12 Course Content

Students become aware that artists gain inspiration and generate ideas from diverse sources. 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. Students explore and develop ideas through the investigation of different artists, art forms, processes, and technologies. Students investigate styles of drawing, experimenting with a range of media and techniques. Furthermore, 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.

### Skills developed by studying this course.

Medium-based skills, such as drawing, safe Visual Arts practice skills, visual art technology use skills, design skills, planning, research, presentation and analytical skills, problem solving and creative thinking skills.

### Possible study and career pathways

Artist, Illustrator, Graphic Artist, Fashion Designer, Costume and Textile Designer, Interior Designer, Art Teacher and Animator.

**For more information**

Mark Sills

## Section 3 – Supporting Learner Diversity

We acknowledge and respect the diversity of our students, each with their own abilities and gifts, and provide opportunities for each student to have equitable access and be fully engaged in the learning process. We recognise that some students have specific needs due to identified medical and health conditions, disability, learning difficulties, students with English as an additional language/dialect, as well as different learning styles of students. At times, provisions need to be made for students to be able to access the curriculum on the same basis as their peers.

We abide by the School Curriculum and Standards Authority (SCSA): Guidelines for Students with Disability; and Equitable Access to Assessment Policy for all students. Students who are eligible for provisions are not exempt from meeting the requirements for a Western Australian Certificate of Education (WACE), or from being assessed in a course. See <https://k10outline.scsa.wa.edu.au/home/resources/disability-adjustment-guidelines>

In considering the eligibility for provisions, SCSA is mindful of the need to balance the competing demands of allowing students to demonstrate their knowledge, skills and understandings with the need to preserve the academic integrity of the assessment process. Not all provisions trialled at school may be approved for use in the ATAR course examinations.

There are two types of provisions for the ATAR course examinations:

- 1. Equitable Access Provisions (examination arrangements)** – Candidates who have a temporary or permanent disability, illness and/or specific learning disability that could disadvantage them in timed assessments may apply to sit an examination under special conditions. Families need to liaise with the Deputy Principal Teaching & Learning, who will assist with the student's application process to SCSA. This occurs in Term One and requires specific and current documentation from school, external specialists and students themselves, to demonstrate and support the need for the provision.
- 2. Sickness/Misadventure Provisions** – Candidates who suffer from a temporary sickness, non-permanent disability or an unforeseen event close to or during the examinations which they believe may have resulted in performance below expectations or non-attendance in particular examinations are given the opportunity to apply for assessment consideration. Application is made immediately after the examination.

It is essential that this process is commenced as early as possible to ensure that the appropriate approved provisions are implemented at a school level.

**For Further Information**

Marsha Pengilly and Janine Walsh

## Staff Contacts

Deputy Principal – Teaching & Learning	Mrs Marsha Pengilly	pengilly.marsha@stbrigids.wa.edu.au 9290 4223
Head of Secondary	Ms Fiona Hepi	hepi.fiona@stbrigids.wa.edu.au 9290 4231
Director of Academics	Ms Janine Walsh	walsh.janine@stbrigids.wa.edu.au 9290 4234
Dean – Year 11 & 12	Mrs Catherine Wildish	wildish.catherine@stbrigids.wa.edu.au 9290 4267
Careers & Transitions Coordinator	Mrs Margherita Almond	almond.margherita@stbrigids.wa.edu.au 9290 4211
<b>Curriculum Team Leaders</b>		
Religious Education	Mrs Caterina Dwyer	dwyer.caterina@stbrigids.wa.edu.au 9290 4239
English	Mrs Maxine Brown	brown.maxine@stbrigids.wa.edu.au 9290 4250
Health & Physical Education	Mr Luke Ford	ford.luke@stbrigids.wa.edu.au 9290 4229
Humanities & Social Sciences	Ms Cathy Santarelli	santarelli.cathy@stbrigids.wa.edu.au 9290 4215
Languages	Ms Maria Calabro	calabro.maria@stbrigids.wa.edu.au 9290 4218
Mathematics	Mrs Sarah Pontre	pontre.sarah@stbrigids.wa.edu.au 9290 4246
Science	Mr Darren McGoran	mcgoran.darren@stbrigids.wa.edu.au 9290 4228
Technologies	Mr Rob Hill	hill.rob@stbrigids.wa.edu.au 9290 4225
The Arts	Mr Mark Sills	sills.mark@stbrigids.wa.edu.au 9290 4214