

Year 11 Course Guide

Year 11 Handbook Pre-reading

[Year 11 Handbook 2025](#) by John Curtin College of the Arts

Prerequisites for Year 11 Courses

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ATAR

Applied Information Technology

ATAR Course AEAIT

Prerequisites: Entry into ATAR English

The development and application of digital technologies impacts most aspects of living and working in our society. Digital technologies have changed how people interact and exchange information. These developments have created new challenges and opportunities in lifestyle, education and commerce.

Throughout the Applied Information Technology ATAR course, students investigate client-driven issues and challenges, devise solutions, produce models or prototypes and then evaluate and

refine the design solution in collaboration with the client. Students are provided with the opportunity to develop, albeit in a school environment, digital solutions for real situations. The course looks at developing digital solutions for the music industry and online shopping.

The practical application of skills, techniques and strategies to solve information problems is a key focus of the course. Students also gain an understanding of computer systems and networks. In undertaking projects and designing solutions, the legal, ethical and social issues associated with each solution are also considered and evaluated.

This course provides students with the opportunity to develop the knowledge and skills of digital technologies. It also encourages students to use digital technologies in a responsible and informed manner.

The Applied Information Technology ATAR course provides a sound theoretical and practical foundation, offering pathways to further studies and a wide range of technology based careers.

In Year 12, this course leads onto ATAIT.

Biology

ATAR Course AEBLY

Prerequisites: Grade B in Year 10 Pathway 1 Science, particularly in for the Life Sciences unit; entry into Mathematics: Applications is desirable.

The Biology ATAR course has three interrelated strands: Science Inquiry Skills, Science as a Human Endeavour and Science Understanding which build on students' learning in the Year 7-10 Science Curriculum. The three strands of the biology course will be taught in an integrated way.

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

Unit 1-Ecosystems and biodiversity

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

Unit 2- From single cells to multicellular organisms

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

In Year 12, this course leads on to ATBLY.

Chemistry

ATAR Course AECHE

Prerequisites: Grade B in Year 10 Pathway 1 Science, particularly in the Chemistry unit; entry into Mathematics: Applications (entry into Mathematics: Methods is desirable).

The Chemistry ATAR course has three interrelated strands: Science Inquiry Skills, Science as a Human Endeavour and Science Understanding which build on students' learning in the Year 7-10 Science Curriculum. The three strands of the chemistry course will be taught in an integrated way.

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

Unit 1- Chemical fundamentals: structure, properties and reactions

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

Unit 2- Molecular interactions and reactions

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

In Year 12, this course leads onto ATCHE.

Dance (Gifted and Talented)

ATAR Course AEDANS

Prerequisites: Through GAT testing.

Dance encourages artistic creativity and the active use of the imagination. This course focuses on the interrelationship between the practical and theoretical aspect of dance. Students engage in the making and performing of movement and develop a keen appreciation of its meaning through the analysis of dance works and dance in context.

Dance ideas are presented through a variety of forms and through critical decision making students explore how movement is manipulated and refined to reflect choreographic intent.

Students experience enjoyment and personal achievement through expressing and challenging themselves physically. ATAR dance offers students the opportunity to perform at a high level. Participation may lead to opportunities for future study in dance or related arts fields.

Through participation in Dance ATAR course, students also develop transferable skills essential to their future such as communication, collaborative teamwork, negotiation, conflict resolution and problem solving as well as the ability to organise, analyse and evaluate.

Dance is a dynamic course that has the potential to shape and support powerful 21st century thinkers.

Please note that if payment of the annual charges has not been made in full prior to the first performance and there is no payment plan in place, the student may not be able to access some resources such as costumes, external guest tutors, extension workshops and performances.

In Year 12, depending on a student's performance, this course may lead onto ATDANS.

Design

ATAR Course AEDES

Prerequisites: Entry into ATAR English

Design ATAR is an ideal bridge between photography, graphics, visual and digital art and media arts due to its focus on tactile, kinaesthetic and visual learning abilities. Students interested in multi-dimensional communication will have many opportunities to develop, and refine their practical and analytical skills. Design ATAR has direct industry applications to the world of advertising, marketing and e-commerce and reflects the importance of design in the growth of digital/social media as a career choice. Studying design enriches students' critical awareness, self-discipline, problem solving, planning, goal setting and testing of ideas and concepts.

Students study product and cultural design which covers concepts such as commercial design constraints of client and consumer, intellectual property, ethics of representation, understanding codes and conventions and develop skills and technologies. Students will also investigate how the diversity of culture necessitates for the diversity of design solutions and products.

Using photography and graphic design students have the opportunity to explore and create multi-medium branding and popular media forms such as magazine book or video game front cover designs, calendars, festival programmes, surf/ skateboard graphics, fashion/still-life/landscape photography, label designs, t-shirt and apparel design, billboards and product advertising and also explore areas such as festival photography band promotion, montage photography, portrait, and, social/cultural documentary styles.

Students choosing this course cannot select:

- **Design: Photography General (GEDESP) or;**
- **Design: Dimensional (GEDESD)**

In Year 12, this course leads onto AEDESP.

Drama (Gifted and Talented)

ATAR Course AEDRAS

Prerequisites: Through GAT testing only.

The Drama ATAR course focuses on drama in practice and with aesthetic understanding as students integrate their knowledge and skills. They engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy. This allows them to create original drama and interpret a range of texts written or devised by others by adapting the theoretical approaches of drama practitioners like Stanislavski and Brecht.

Students' work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials and sound and lighting. They present drama to make meaning for a range of audiences and adapt their drama to suit different performance settings. The focus in this course is on both individual and ensemble performances. They also explore the roles of actor, director, scenographer, lighting designer, sound designer, costume designer and dramaturge.

There are practical and written examinations in Semester 1 and 2.

Please note that if payment of the annual charges has not been made in full prior to the first performance and there is no payment plan in place, the student may not be able to access some resources such as costumes, external guest tutors, extension workshops and performances.

In Year 12, depending on a student's performance, this course may lead onto ATDRAS or GTDRAS.

English

ATAR Course AEENG

Prerequisites: Grade B in Year 10 English.

The English ATAR course focuses on developing students' analytical, creative and critical thinking and communication skills in all language modes, encouraging students to critically engage with texts from their contemporary world, the past, and from Australian and other cultures. Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and to enjoy creating imaginative, interpretive, persuasive and analytical responses in a range of written, oral, multimodal and digital forms.

Students choosing this course cannot select:

- English General (GEENG)

In Year 12, this course leads onto ATENG.

Geography

ATAR Course AECEO

Prerequisites: Grade B in Year 10 Humanities.

The study of geography draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments. The Geography ATAR course provides a structured, disciplinary framework to investigate and analyse a range of challenges and associated opportunities facing Australia and the global community. These challenges include

rapid change in biophysical environments, the sustainability of places, dealing with environmental risks and the consequences of international integration.

Geography addresses questions about the interaction of natural and human environments within various natural and social systems. It examines the factors that impact upon decisions about sustainability, the conflicting values between individuals and groups over sustainability and the degree of commitment towards sustainable development.

Students explore natural and ecological hazards for example, storms, cyclones, tornadoes, frosts, droughts, brushfires flooding, earthquakes, volcanoes and landslides and how they are perceived and managed at local, regional and global levels.

Students also study the process of international integration (globalisation) to gain an understanding of the economic and cultural transformations taking place in the world today, the spatial outcomes of these processes, and their political and social consequences.

In Year 12, this course leads onto ATGEO.

Human Biology

ATAR Course AEHBY

Prerequisites: Grade B in Year 10 Pathway 1 Science, particularly in the Life Science unit; entry into Mathematics: Application is desirable.

The Human Biology ATAR course has three interrelated strands: Science Inquiry Skills, Science as a Human Endeavour and Science Understanding which build on students' learning in the Year 7-10 Science Curriculum. The three strands of the Human Biology course will be taught in an integrated way.

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

Unit 1- The functioning human body

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

Unit 2- Reproduction and inheritance

In this unit, students study the reproductive system of males and females, the mechanisms of

transmission of genetic material from generation to generation and the effects of the environment on gene expression.

In Year 12, this course leads onto ATHBY.

Italian Second Language

ATAR Course AEISL

Prerequisites: Grade C in Year 10 Italian.

The Italian ATAR Course focuses on the personal and social world, making cultural and intercultural references to enrich spoken and written answers in the target language. Students will work through topics that encourage them to reflect on: family; friends; school; traditions; events; celebrations; travel; and technology. These topics will form the context for intercultural understandings and communication in the target language. The course has two core components; written and oral work. One lesson per week will be solely dedicated to conversation/speaking practice.

Studying Italian will be a valuable lifelong asset, which employers find highly attractive in fields including but not limited to, medicine, space, science, mining and engineering. Italian companies in Australia are leading some of the biggest projects and contracts in these fields. Italian also provides a gateway for learning other Romance languages, accessing Italy's rich literary, music and artistic heritage and reflecting on Italy's global contributions in areas such as: the arts; philosophy; architecture; design; gastronomy; and fashion.

Italian remains as one of the most popular languages that people worldwide choose to learn as a second language and for an aspiring traveller it is an official language of Switzerland and Slovenia but it is also a well known language in Malta, Monaco, the region of Nice (France), Corsica, Albania, Somalia and Ethiopia.

In Year 12, this course leads onto ATISL.

Literature

ATAR Course AELIT

Prerequisites: Grade A in Year 10 English.

In the Literature ATAR course students learn to critic readings of literary texts and to create their own texts, including essays, poems, short stories, plays and multimodal texts. Students engage with literary theory and study literary texts in great detail. Students learn to read texts in terms of their cultural, social and historical contexts; their values and attitudes; and their generic conventions and literary techniques. They enter the discourse about readings, reading practices and the possibility of multiple readings. Students learn to create texts paying attention to contexts, values and conventions. Students learn about literary language, narrative, image and the power of representation. Students experience the aesthetic and intellectual pleasure that reading and creating literary texts can bring.

Students choosing this course cannot select:

- **Literature General (GELIT)**

In Year 12, this course leads onto ATLIT.

Mathematics: Application

ATAR Course AEMMA

Prerequisites: 70% in the Year 10 Mainstream pathway or teacher recommendation.

This course 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 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.

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

Students choosing this subject cannot select:

- **MATHEMATICS SPECIALIST (AEMAS)**

In Year 12, this course leads onto ATMAA.

Mathematics: Methods

ATAR Course AEMAM

Prerequisites: 70% grade and successful participation in the Year 10 Advanced Curriculum or teacher recommendation.

This course 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' abilities to describe and analyse phenomena that involve uncertainty and variation.

Mathematics Methods provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for future studies in the health and social sciences. In summary, this course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

In Year 12, this course leads onto ATMAM.

Mathematics: Specialist

ATAR Course AEMAS

Prerequisites: 70% grade and successful participation in the Year 10 Advanced Curriculum or teacher recommendation.

This course provides opportunities beyond those presented in the Mathematics Methods ATAR course to develop rigorous mathematical arguments and proof and to use mathematical models more extensively. Mathematics Specialist contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods course, as well as demonstrate their application in many areas.

The Mathematics Specialist course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. Mathematics Specialist is the

only ATAR mathematics course that should not be taken as a stand- alone course and it is required to be studied in conjunction with Mathematics Methods ATAR course as preparation for entry to specialised university courses such as engineering, physical sciences and mathematics.

Students choosing this subject cannot select:

- **Mathematics Applications (AEMAA)**

In Year 12, this course leads onto ATMAS.

Note: ATMAM must be studied concurrently with this course.

Media, Production And Analysis (Gifted And Talented)

ATAR Course AEMPAS

Prerequisites: Through GAT testing only.

The Media Production and Analysis ATAR course aims to prepare students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret the stories of others. Studies will focus on pop culture and journalism.

Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life, while understanding that this is done under social, cultural and institutional restraints. Students, as users and creators of media products, consider the important role of audiences and their context. This course focuses on the application of media theory in the practical process.

Please note that if payment of the annual charges has not been made in full prior to the first exhibition and there is no payment plan in place, the student may not be able to access some resources such as external guest tutors, extension workshops and exhibitions.

In Year 12, this course leads onto ATMPAS.

Media, Production And Analysis

ATAR Course AEMPAS

Prerequisites: Through GAT testing only.

The Media Production and Analysis ATAR course aims to prepare students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret the stories of others. Studies will focus on pop culture and journalism.

Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life, while understanding that this is done under social, cultural and institutional restraints. Students, as users and creators of media products, consider the important role of audiences and their context. This course focuses on the application of media theory in the practical process.

Please note that if payment of the annual charges has not been made in full prior to the first exhibition and there is no payment plan in place, the student may not be able to access some resources such as external guest tutors, extension workshops and exhibitions.

In Year 12, this course leads onto ATMPAS.**Modern History****ATAR Course AEHIM****Prerequisites: Grade B in Year 10 Humanities.**

The Modern History ATAR course enables students to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live. While the focus is on the 20th century, the course encourages students to make connections with the changing world of the 21st century. Modern history enhances students' curiosity and imagination and their appreciation of larger themes, individuals, movements, events and ideas that have shaped the contemporary world.

Unit 1 – Capitalism in the United States of America 1907 – 1941

Students study capitalism (1907-1941 in America including the ideas and consequences of the impact of WWI, the 1920s and WWII until 1941, the growth of consumerism, the shaping of American values and the impact of capitalism on different groups within American society.

Unit 2 – Nazism in Germany 1918 – 1945

Students also examine significant movements in the 20th century that led to change in society, including people's attitudes and circumstances with the focus on Nazism in Germany. The course concludes with a study of the distinctive features of world order that have emerged since World War II and that are central to an understanding of the present.

In Year 12, this course leads onto ATHIM.

Music

ATAR MUSIC

ATAR COURSE AEMUS

Prerequisites: Minimum Grade B in Year 10 Enrichment Music or teacher recommendation.

Students engage in music making as performers and/or composers, both individually and collaboratively. They develop their music literacy, learning how the elements and characteristics of music can be applied, combined and manipulated when performing, composing, listening to and analysing music. All students study works representing Western Art, Contemporary and Jazz genres and develop skills applicable to each.

Semester 1:

The music analysis theme for this unit is Elements. What are the building blocks that make music work? Students respond to music as they explore the creative application of music elements across time, place and culture. They gain greater familiarity with how and why music is created, by engaging with a range of designated works, developing their understanding and use of music elements. Students develop a greater awareness of the stylistic considerations that inform the music they analyse, compose and perform, and the interrelationships that exist between these music elements.

Semester 2:

The music analysis theme for this unit is Narratives. How can music tell a story? Students understand that music elements can be manipulated to expressively communicate narrative.

Through the combination of music and narrative, composers can provoke strong emotional responses from audiences. This unit aims to develop a more sophisticated understanding of how music elements have been manipulated for specific storytelling purposes. Students apply critical listening and thinking skills and develop aesthetic understanding through analysing the designated works.

Students are required to participate in a minimum of one ensemble.

Please note that if payment of the annual charges has not been made in full prior to the first performance and there is no payment plan in place, the student may not be able to access some resources such as external guest tutors, extension workshops and performances.

In Year 12, this course leads onto ATMUS.

Music: (Gifted and Talented)

ATAR COURSE AEMUSS

Prerequisites: Through GAT testing only and attaining a Grade B in Year 10 GAT Music or teacher recommendation.

Students engage in music making as performers and/or composers, both individually and collaboratively. They develop their music literacy, learning how the elements and characteristics of music can be applied, combined and manipulated when performing, composing, listening to and analysing music. All students study works representing Western Art, Contemporary and Jazz genres and develop skills applicable to each.

Semester 1:

The music analysis theme for this unit is Elements. What are the building blocks that make music work? Students respond to music as they explore the creative application of music elements across time, place and culture. They gain greater familiarity with how and why music is created, by engaging with a range of designated works, developing their understanding and use of music elements. Students develop a greater awareness of the stylistic considerations that inform the music they analyse, compose and perform, and the interrelationships that exist between these music elements.

Semester 2:

The music analysis theme for this unit is Narratives. How can music tell a story? Students understand that music elements can be manipulated to expressively communicate narrative. Through the combination of music and narrative, composers can provoke strong emotional responses from audiences. This unit aims to develop a more sophisticated understanding of how music elements have been manipulated for specific storytelling purposes. Students apply critical listening and thinking skills and develop aesthetic understanding through analysing the designated works.

Students are required to participate in a minimum of two ensembles.

Please note that if payment of the annual charges has not been made in full prior to the first performance and there is no payment plan in place, the student may not be able to access some resources such as external guest tutors, extension workshops and performances.

In Year 12, this course leads onto ATMUSS.

Music: Music Theatre (Gifted and Talented)

ATAR COURSE AEMUST

Prerequisites: Minimum Grade B in Year 10 GAT Music Theatre or teacher recommendation.

Students engage in music making as performers and/or composers, both individually and collaboratively. They develop their music literacy, learning how the elements and characteristics of music can be applied, combined and manipulated when performing, composing, listening to and analysing music. All students study works representing Western Art, Contemporary and Jazz genres and develop skills applicable to each.

Semester 1:

The music analysis theme for this unit is Elements. What are the building blocks that make music work? Students respond to music as they explore the creative application of music elements across time, place and culture. They gain greater familiarity with how and why music is created, by engaging with a range of designated works, developing their understanding and use of music elements. Students develop a greater awareness of the stylistic considerations that inform the music they analyse, compose and perform, and the interrelationships that exist between these music elements.

Semester 2:

The music analysis theme for this unit is Narratives. How can music tell a story? Students understand that music elements can be manipulated to expressively communicate narrative. Through the combination of music and narrative, composers can provoke strong emotional responses from audiences. This unit aims to develop a more sophisticated understanding of how music elements have been manipulated for specific storytelling purposes. Students apply critical listening and thinking skills and develop aesthetic understanding through analysing the designated works.

Students are required to participate in senior Music Theatre productions.

Please note that if payment of the annual charges has not been made in full prior to the first performance and there is no payment plan in place, the student may not be able to access some resources such as external guest tutors, extension workshops and performances.

In Year 12, this course leads onto ATMUST.

Philosophy And Ethics

ATAR Course AEPAE

Prerequisites: Grade B in Year 10 Humanities.

Philosophical thought shapes what people think, what they value, what they consider to be true and how they engage with others and the world around them. It is one of the foundations of all academic disciplines. It seeks to shed light on questions such as: What is real? What and how do we understand? How should we live? What is it to be human? and Who am I? Philosophical inquiry requires that we question our assumptions, beliefs and our reasons for holding them. The Philosophy and Ethics ATAR course aims to empower students to make independent judgments on the basis of reason.

Philosophy has practical applications. We apply philosophy when we seek to define something, when we challenge assumptions, when we construct an argument, and when we think about what we are doing, how are we doing it and to what ends. The study of philosophy gives us a set of skills that better enables us to understand, evaluate and engage with our world, whether that is our personal or our social world, our world of work or the wider question of how the world works.

In Philosophy and Ethics, disagreement is common. Methods of inquiry and the skill of critical reasoning help us deal more effectively with disagreement. This course places considerable emphasis on students contributing constructively to a philosophical Community of Inquiry.

Unit 1- Reason and persons

Students examine reasoning, inference, doubt and proof: the construction of world views; ideas of mind, body and person-hood; ideas of action, intention, motives, free-will and determinism; and the elements of a personal ethic.

Unit 2- Reason and culture

Students examine ideas of beauty and aesthetics; the interpretation of art and literature; the idea of culture; intuition and emotion; and personal relations and friendship.

Students choosing this subject cannot select:

- **Philosophy and Ethics General (GPAE)**

In Year 12, this course leads onto ATPAE

Physical Education Studies

ATAR Course AEPES

Prerequisites: Grade B in Year 10 Pathway 1 Science, English and Physical Education.

This course focuses on the complex relationships between motor learning and biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves as a source of content and data, as well as a medium for learning.

Learning in this course involves participation linked closely with written, oral and practical experiences. Students will analyse and evaluate their performance and that of other students, apply theoretical principles and plan programs to enhance performance. Physical activity and sport are used to develop skills and performance along with an understanding of physiological, biomechanical and skill learning applications.

The course prepares students for a variety of post-school pathways, including employment in a range of areas including leisure and sport as well as further study in sport or medical environments.

**Students choosing this subject cannot select:
Physical Education Studies General (GEPES)**

In Year 12, this course leads onto ATPES.

Physics

ATAR Course AEPHY

Prerequisites: Grade B in Year 10 Pathway 1, Science particularly in the Physics unit, entry into Mathematics: Applications (entry into Mathematics: Methods is desirable).

The Physics ATAR course has three interrelated strands: Science Inquiry Skills, Science as a Human Endeavour and Science Understanding, which build on students' learning in the Years 7 to 10 Science curriculum. The three strands of this course are taught in an integrated way.

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

Unit 1- Thermal, nuclear and electrical physics

Students investigate energy production by considering heating processes, radioactivity and nuclear reactions and investigate energy transfer and transformation in electrical circuits.

Unit 2- Linear motion and waves

Students describe, explain and predict linear motion, and investigate the application of wave models to sound phenomena.

In Year 12, this course leads onto ATPHY

Politics and Law

ATAR Course AEPAL

Prerequisites: Grade B in Year 10 Humanities.

Politics and Law is a critical study of the processes of decision making concerning society's collective future. They relate through the judicial, executive and legislative arms of government; together they constitute how societies are governed. The Politics and Law ATAR course aims to develop knowledge and understanding of the principles, structures, institutions, processes and practices of political and legal systems, primarily in Australia and, where appropriate, other systems and/or countries. The course challenges students to critically examine the effectiveness of political and legal systems using criteria, such as openness, responsiveness and accountability of those systems. The course provides for both a chronological and contemporary (the past three years) understanding of political and legal issues in society.

Students study the principles of a liberal democracy; the legislative, executive and judicial structures and processes of Australia's political and legal system; the functioning of a non democratic system; and the processes of a non common law system. Students also examine the principles of fair elections including the electoral and voting systems in Australia since Federation and analyse the civil and criminal law processes in Western Australia.

In Year 12, this course leads onto ATPAL.

Psychology

ATAR Course AEPSY

Prerequisites: Grade B in Year 10 Humanities and recommended entry to ATAR Mathematics

Applications.

Psychology is the scientific study of how people think, feel and act and answers important questions such as what factors influence human development. This course introduces students to the psychology of self and others and socialisation, moral development, the formation of attitudes and also how people relate and communicate. Psychological knowledge enables understanding of how individuals function within different contexts and how this is influenced by culture to shape values, attitudes and beliefs.

Students are introduced to the biology of the human brain, and review case studies illustrating the link between the brain and behaviour. They also explore the impact of external factors, such as physical activity and psychoactive drugs, on individuals' behaviour. Students examine different types of relationships and look at the role of verbal and non verbal communication in initiating, maintaining and regulating relationships. Students are introduced to ethics in psychological research and carry out investigations, following the steps in conducting scientific research. Students study developmental psychology to gain insight into the nature/nurture debate and look at the role of play in assisting development. Students explore what is meant by the term personality and investigate the influence of others on self concept, identity and attitudes.

Students choosing this subject cannot select:

- **Psychology General (GEPSY)**

In Year 12, this course leads to ATPSY.

Visual Arts (Gifted and Talented)

ATAR Course AEVARS

Prerequisites: Through GAT testing only.

In the Visual Arts ATAR course students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values.

The Visual Arts ATAR course allows students to develop aesthetic understandings and a critical

awareness to appreciate and make informed evaluations of art through their engagement of their own art practice and the work of others.

Please note that if payment of the annual charges has not been made in full prior to the first exhibition and there is no payment plan in place, the student may not be able to access some resources such as extension workshops.

In Year 12, depending on a student's performance, this course may lead onto ATVARs or GTVARs.

VET

Cybersecurity

BSB20120 Certificate II in Workplace Skills

VET Course CECYBER

Prerequisites: Nil

In Year 11 students have the opportunity to undertake units of competency toward the achievement of BSB20120 Certificate II in Workplace Skills with a cybersecurity context. The certificate course aims to develop the necessary skills in preparation for work in a digital, online environment where individuals, businesses and governments are increasingly at risk of falling victim to cyber-attacks.

There will be opportunities for students to learn from industry professionals, including the Australian Signals Directorate . Critical thinking and problem-solving skills will be refined as students participate in industry supported Capture the Flag hacking events. Students will develop their collaboration and communication skills by creating cyber safety educational materials for the wider college community.

Students will be required to maintain the professional ethics of the information security industry as they develop general information and communications technology hardware and security skills to protect against spam, viruses and other potential threats. A case study on an organisation will provide students with the skills to identify the information assets of a business and the types of security responses and procedures available to secure these assets and protect the organisation.

This certificate course is designed to be delivered over two years in upper school and is recognized by the School Curriculum and Standards Authority as helping to complete the requirements towards a student's WACE but not an ATAR. There is no compulsory examination or externally set task for this course.

Upon completion of the course Year 12, students will be issued with AQF Certification from Skills Strategies International RT02401.

Dance (Ballet)

CUA30120 Certificate III in Dance (Gifted and Talented Ballet)

VET COURSE CEBALS

Prerequisites: This course is available only for continuing GAT ballet students. It's recommended students also enrol in the ATAR Dance Gifted and Talented course.

GAT Ballet students in Year 11 continue with CUA30120 Certificate III in Dance. The certificate course forms a recognised pathway in Australia from community based dance schools, high school dance courses and other training programs into the performing arts industry. This integrated program comprises studio tuition in all aspects of ballet and contemporary dance and will be delivered during school curriculum time, in after school workshops and Saturday mornings. Upon completion of the course Year 12, students will be issued with AQF Certification from JCCA RT050549.

CUA30120 Certificate III in Dance is a rigorous course enabling students to experience dance from a pre-professional perspective. All students become part of the College Project Company, working and performing with industry professionals and highly expert teachers.

This certificate course is designed to be delivered over three years and is recognised by the School Curriculum and Standards Authority as helping to complete requirements towards a student's WACE but not an ATAR. There is no compulsory external examination or externally set task for this course.

Students selecting this course cannot select CUA30120 Certificate III in Dance– Contemporary.

Please note that if payment of the annual charges has not been made in full prior to the first performance and there is no payment plan in place, the student may not be able to access some resources such as costumes, external guest tutors, extension workshops and performances.

Dance (Contemporary)

CUA30120 Certificate III in Dance

VET Course CEDAN

Prerequisites: Previous dance experience is essential. Students must have approval from the Dance department to enrol.

This course is designed to provide students with the opportunity to complete a Certificate III in Dance and is suitable for students who wish to pursue a practical and performance-based course. Through the course students will explore different dance styles such as:

- contemporary dance;
- jazz dance;
- tap dance; and
- urban dance.

Students will also develop physical fitness, improvisational and dance composition skills, as well as First Aid certification. Students work with industry professionals and expert College staff and will be involved in six performances across the two years of the certificate course.

This certificate course is designed to be delivered over two years in upper school and is recognised by the School Curriculum and Standards Authority as helping to complete requirements towards a student's WACE but not an ATAR. There is no compulsory external examination or externally set task for this course.

Upon completion of the course Year 12, students will be issued with AQF Certification from JCCA RTO50549.

Please note that if payment of the annual charges has not been made in full prior to the first performance and there is no payment plan in place, the student may not be able to access some resources such as costumes, external guest tutors, extension workshops and performances.

Dance (Gifted and Talented)

CUA30120 Certificate III in Dance

VET Course CEDAN

Prerequisites: Through GAT testing only

This course is designed to provide students with the opportunity to complete a Certificate III in Dance and is suitable for students who wish to pursue a practical and performance-based course. Through the course students will explore different dance styles such as:

- contemporary dance;
- jazz dance;
- tap dance; and
- urban dance.

Students will also develop physical fitness, improvisational and dance composition skills, as well as First Aid certification. Students work with industry professionals and expert College staff and will be involved in six performances across the two years of the certificate course.

This certificate course is designed to be delivered over two years in upper school and is recognised by the School Curriculum and Standards Authority as helping to complete requirements towards a student's WACE but not an ATAR. There is no compulsory external examination or externally set task for this course.

Upon completion of the course Year 12, students will be issued with AQF Certification from JCCA RTO50549.

Please note that if payment of the annual charges has not been made in full prior to the first performance and there is no payment plan in place, the student may not be able to access some resources such as costumes, external guest tutors, extension workshops and performances.

Design

CUA20720 Certificate II Visual Arts

VET Course CEDESTG

Prerequisites: nil.

In Year 11, students have the opportunity to undertake units of competency toward the achievement of CUA20720 Certificate II Visual Arts with a Design context.

Students may enter this qualification with limited or no design experience. The course is

recommended for people who wish to work in visual arts related industries such as architecture, product design, industrial design, interior design, interior decoration, graphic design, fashion design, webdesign, advertising, engineering, animatronics, robotics and the SFX industry. This course also provides training in project management, the scientific inquiry method and the engineering design process.

Students enrolled in the CUA20720 Certificate II in Visual Arts qualification are able to pursue their interests and vocational reaction by personally investing in the course through freedom of project choice. This course is tailored to meet the needs of every students and creates links to University and TAFE courses.

Industry and tertiary have now placed a huge focus on the 'soft skills' of the 21st Century, such as communication, collaboration, creativity and critical thinking. These skills and the ability to demonstrate a strong understanding of Digital Technologies are critical for our current and future workforce.

This certificate course is designed to be delivered over two years in upper school and is recognised by the School Curriculum and Standards Authority as helping to complete requirements towards a student's WACE but not ATAR. There is no compulsory examination or externally set task in this course.

Football Specialist

SIS20122 Certificate II in Sport and Recreation

VET Course CEFBLS

Prerequisites: Currently in Football program.

The Football Specialist course is an Approved Specialist Sports Program and is conducted from Years 7 to 12 at the College. Students are provided with advanced coaching within the practical component of the course.

Students studying this course are able to complete the nationally accredited certificate course which offers the opportunity to take on leadership roles. This is the first year of a two year course.

The practical elements of the course may include:

- First Aid Training; refereeing qualification (Level 4);
- assisting in preparing and conducting football sessions;
- assisting with college and sporting carnivals;
- understanding of the sport, fitness and recreation industry;
- maintaining and providing equipment for sporting events; and awareness and understanding of workplace health and safety.

The course is designed to develop fully rounded and informed football players who are able to work and participate in football in the community as well as continue to develop as individual and team players.

Students will require their own device as assessment tasks are completed online.

This certificate course is designed to be delivered over two years in upper school and is recognised by the School Curriculum and Standards Authority as helping to complete requirements towards a student's WACE but not an ATAR. There is no compulsory examination or externally set task in this course.

There is a proposed offering for the 2025 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation for the delivery of this qualification. On the basis of interest from students in the , the school will initiate a formal partnership agreement with a RTO for the delivery of the qualification.

Please note that if payment of the annual charges have not been made in full and there is no payment plan in place, the student may not be able to access some resources such as bus transport, external guest tutors or interschool fixtures.

Students selecting this course cannot select:

- SIS20122 Certificate II in Sport and Recreation

Front Of House

CUA20220 Certificate II in Creative Industries- Front of House

VET Course CEFOH

Prerequisites: Successful completion of units of competency in Year Nine and Ten. NB:
Classes for this course are conducted outside normal College hours.

Students who completed units of competency in Year Nine and Ten continue completing further units of competency, ushering duties and mentoring younger ushers.

To complete the practical component of this nationally accredited certificate course students continue to usher at college productions and events.

As Front of House, Media and Production now come under the same certificate qualification, students who would like to do more than one context must consult with Ms Coverley (Associate Principal).

This certificate course is recognised by the School Curriculum and Standards Authority as helping to complete requirements towards a student's WACE but not ATAR. There is no compulsory external examination or externally set task for this course.

Upon completion of the course Year 12, students will be issued with AQF Certification from JCCA RTO50549.

Media

CUA20220 Certificate II in Creative Industries **VET Course CEMEDIA**

Prerequisites: Nil.

This practical media course is recommended for students in Year 11 who are interested in the Film and TV industry and the knowledge to operate in a changing digital media world.

Students will participate in:

- digital video editing;
- scriptwriting;
- directing;
- sound recording and audio editing;
- online cross promotions;
- lighting;
- filming productions;

- Adobe premiere to digital editing; and
- Adobe Photoshop.

Students studying this course will have the opportunity to use industry standard software including Premiere, Photoshop and After Effects. Students are required to participate in Media camps, weekend workshops, industry excursions and incursions.

Many of the learning experiences in the media course are student-centred to encourage students to take responsibility for their learning and work at their own pace.

As Media, Production and Front of House now come under the same certificate qualification students who would like to do more than one context must consult with Ms Coverley (Associate Principal).

This certificate course is designed to be delivered over two years in upper school and is recognised by the School Curriculum and Standards Authority as helping to complete requirements towards a students WACE but not an ATAR. There is no compulsory external examination or externally set task for this course.

Upon completion of the course Year 12, students will be issued with AQF Certification from JCCA RTO50549.

Please note that if payment of the annual charges has not been made in full prior to the first exhibition and there is no payment plan in place, the student may not be able to access some resources such as external guest tutors, extension workshops and exhibitions.

Media (Gifted and Talented)

CUA20220 Certificate II in Creative Industries

VET Course CEMEDIS

Prerequisites: Nil.

This practical media course is recommended for students in Year 11 who are interested in the Film and TV industry and the knowledge to operate in a changing digital media world.

Students will participate in:

- digital video editing;

- scriptwriting;
- directing;
- sound recording and audio editing;
- online cross promotions;
- lighting;
- filming productions;
- Adobe premiere to digital editing; and
- Adobe Photoshop.

Students studying this course will have the opportunity to use industry standard software including Premiere, Photoshop and After Effects. Students are required to participate in Media camps, weekend workshops, industry excursions and incursions.

Many of the learning experiences in the media course are student-centred to encourage students to take responsibility for their learning and work at their own pace.

As Media, Production and Front of House now come under the same certificate qualification students who would like to do more than one context must consult with Ms Coverley (Associate Principal).

This certificate course is designed to be delivered over two years in upper school and is recognised by the School Curriculum and Standards Authority as helping to complete requirements towards a students WACE but not an ATAR. There is no compulsory external examination or externally set task for this course.

Upon completion of the course Year 12, students will be issued with AQF Certification from JCCA RTO50549.

Please note that if payment of the annual charges has not been made in full prior to the first exhibition and there is no payment plan in place, the student may not be able to access some resources such as external guest tutors, extension workshops and exhibitions.

Music

CUA30920 Certificate III in Music

VET Course CEMUS

Prerequisites: Completion of Year 10 Music enrichment. Students must also have approval from the Director of Music to enrol.

Students work independently and in groups to develop their skills and knowledge in aspects of the music industry. The majority of learning is based on practical activities with music industry performances as the focus.

Students who completed the Enrichment Music course in lower school are provided with a continuation of their instrumental/ voice tuition through the IMSS program, 20 minutes per week throughout Years 11 and 12. Ensemble attendance is a compulsory requirement for all Certificate II music students. Students are required to participate in a minimum of one ensemble.

Students will be expected to perform at college events and to the wider community.

Students will have the opportunity to experience:

- WAAPA tours;
- attending recording studios and recording original pieces of music;
- solo and group performances;
- participating in industry gigs;

This certificate course is designed to be delivered over two years in upper school and is recognised by the School Curriculum and Standards Authority as helping to complete requirements towards a student's WACE but not an ATAR. There is no compulsory external examination or externally set task in this course.

Upon completion of the course Year 12, students will be issued with AQF Certification from COSAMP RTO41549.

Please note that if payment of the annual charges has not been made in full prior to the first performance and there is no payment plan in place, the student may not be able to access some resources such as external guest tutors, extension workshops and performances.

Music (Gifted and Talented)

CUA30920 Certificate III in Music

VET Course CEMUSS

Prerequisites: Through GAT testing only.

Students work independently and in groups to develop their skills and knowledge in aspects of the music industry. The majority of learning is based on practical activities with music industry performances as the focus.

Students who completed the GAT Music course in lower school are provided with a continuation of their instrumental/voice tuition through the IMSS program, 30 minutes per week throughout Years 11 and 12. Ensemble attendance is a compulsory requirement for all Certificate II music students. Students are required to participate in a minimum of two ensembles. Students will be expected to perform at college events and to the wider community.

Students will have the opportunity to experience:

- WAAPA tours;
- attending recording studios and recording original pieces of music;
- solo and group performances;
- participating in industry gigs;

This certificate course is designed to be delivered over two years in upper school and is recognised by the School Curriculum and Standards Authority as helping to complete requirements towards a student's WACE but not an ATAR. There is no compulsory external examination or externally set task in this course.

Upon completion of the course Year 12, students will be issued with AQF Certification from COSAMP RTO41549.

Please note that if payment of the annual charges has not been made in full prior to the first performance and there is no payment plan in place, the student may not be able to access some resources such as external guest tutors, extension workshops and performances.

Students choosing this subject cannot select:

- **CUA30920 Certificate III in Music- Music Theatre.**

Music: Music Theatre (Gifted and Talented)**CUA30920 Certificate III in Music**

VET COURSE CEMUSMT

Prerequisites: Through GAT testing only.

Students work independently and in groups to develop their skills and knowledge in aspects of the music theatre industry. The majority of learning is based on practical activities with music theatre performances as the focus. Students will also complete research tasks based on the history of music theatre, relevant theatre terminology and significant musicals and performers.

Students undertake units of competency in the following areas in Year 11:

- contribute to health and safety of self and others;
- work effectively with others;
- develop ensemble skills for playing and or singing music;
- perform basic jazz dance techniques ; and
- applying knowledge of music culture to music making.

Students who completed the GAT Music Theatre course in lower school are provided with a continuation of their voice tuition through the IMSS program, 30 minutes per week throughout Years 11 and 12. Rehearsal attendance is a compulsory requirement for students accessing IMSS lessons.

Students will be expected to participate in the major college musical and cabaret for Years 11 and 12. Attendance at rehearsals, weekend workshops and performances are an essential element of this course.

This certificate course is designed to be delivered over two years in upper school and is recognised by the School Curriculum and Standards Authority as helping to complete requirements towards a student's WACE but not an ATAR. There is no compulsory external examination or externally set task in this course.

Upon completion of the course Year 12, students will be issued with AQF Certification from COSAMP RTO41549.

Please note that if payment of the annual charges has not been made in full prior to the first performance and there is no payment plan in place, the student may not be able to access some resources such as external guest tutors, extension workshops and performances.

Students choosing this subject cannot select:

- **CUA30920 Certificate III in Music**

Production

CUA20220 Certificate II in Creative Industries

VET Course CEPROD

Prerequisites: Nil.

Students in Year 11 have the opportunity to complete units of competency towards the achievement of CUA20220 Certificate II in Creative Industries: Production context. This provides students with foundational skills in a broad range of technical theatre applications. Student design sound and lighting installations, set up and mix live music, assist during live productions, learn basic staging skills, and work with a range of hand and power tools used to construct scenery and properties.

Students enhance their talent and abilities required by the technical theatre industry through the creation of their own original live production. Students operate both independently and in groups to create dynamic and compelling work based around a common theme. Past works have included Son et Lumiere installations where students communicate to the audience through the clever use of sound and light.

As Production, Media and Front of House now come under the same certificate qualification students who would like to do more than one context must consult with Ms Coverley (Associate Principal).

Upon completion of the course Year 12, students will be issued with AQF Certification from JCCA RTO50549.

This certificate course is designed to be delivered over two years in upper school and is recognised by the School Curriculum and Standards Authority as helping to complete requirements towards a student's WACE but not an ATAR. There is no compulsory external examination for this course.

Sport And Recreation

SIS20122 Certificate II in Sport and Recreation

VET COURSE CESPOT

Prerequisites: Grade C in Year 10 Physical Education.

Students studying this course will be able to complete the nationally accredited certificate course which offers students the opportunity to take on leadership roles and actively participate in multiple sporting areas throughout the course.

The course includes theoretical and practical tasks including areas such as:

- First Aid Training
- organise and complete daily work activities;
- facilitate groups;
- assisting and developing activity sessions; and
- acquiring an understanding of working effectively in sport, fitness and recreation industries.

Various sports are used as practical sessions to support the above. Students will have the opportunity to coach peers and lower school students in various sporting areas, assist with the organisation and running of College carnivals. Students will require a physical education uniform as prescribed by the college.

Students will require their own devices as assessment task are completed online.

The certificate course is designed to be delivered over two years in upper school and is recognised by the School Curriculum and Standards Authority as helping to complete requirements towards a student's WACE but not an ATAR. There is no compulsory examination or externally set task in this course.

The is a proposed offering for the 2025 academic year. At the time of publication, no agreements have been entered into with a Registered Training Organisation for the delivery of this qualification. On the basis of interest from students in the , the school will initiate a formal partnership agreement with a RTO for the delivery of the qualification.

Students choosing this subject cannot select:

- **Football Specialist- SIS20122 Certificate II in Sport and Recreation**

General

Applied Information Technology

General Course GEAIT

Prerequisites: Nil

Throughout the Applied Information Technology General course, students investigate how individuals use and are affected by digital technologies in their daily lives. They are provided with opportunities to acquire a range of knowledge and skills to create digital solutions, such as small networks to communicate and use graphical software to meet community need.

The practical application of skills, techniques and strategies to solve information problems is a key focus of the course. Students also gain an understanding of computer systems and networks. In undertaking projects and designing solutions the legal, ethical and social issues associated with each solution are also considered and evaluated.

The Applied Information Technology General course provides theoretical and practical foundations, offering pathways to further studies and a wide range of technology based careers.

In Year 12, this course leads onto GTAIT.

Design: Dimensional

General Course GEDES

Prerequisites: Nil

All objects within the built world, from architecture, to clothing, to furniture, and everything in between has been designed with some purpose in mind.

Designers employ a wide range of principles, methods and techniques drawn from a variety of different disciplines such as psychology, communication, technical graphics, engineering, architecture, sociology, cultural studies, marketing and economics. Application of these skills results in products that are engaging, useful, and sustainable.

We live in a world that exposes us to a constant barrage of design communication. Sometimes the intention of design is to inform, educate or entertain. Often the intention is also to influence or persuade. An understanding of design and how it works enhances an individual's ability to

interact with their environment, learn from it, and grow within it. It also empowers the individual by making them more discerning of, and therefore less susceptible to, manipulation and influence via design.

The Dimensional Design course will examine how and why products are designed and provide students the opportunity to design, prototype and build their own physical, three-dimensional products to suit an identified need. Students will work with a range of materials and construction techniques, and will learn how to iterate designs through rapid prototyping, sketching, and Computer Aided Design skills.

This course also emphasises the scope of design in professional and trade based industries allowing students to maximise vocational and/or university pathways.

Students choosing this course cannot select:

- **Design: Photography General (GEDESP) or;**
- **Design: Photography ATAR (AEDESP)**

In Year 12, this course leads onto GTDESD.

Design: Photography

General Course GEDESD

Prerequisites: Nil

In Year 11 students will study the fundamentals of Design process and practice. Students explore that design can be used to provide solutions to design problems and communication needs. They are introduced to basic design skills and a range of techniques within defined contexts to demonstrate control over the elements and principles of design.

They will also investigate personal design. Students will learn that they visually communicate aspects of their personality, values and beliefs through their affiliations and their manipulation of personal surroundings and environments. Students explore design elements and principles and the design process in a project communicating something of themselves. Students increase familiarity with basic production skills and processes, materials, and technologies.

Student creativity and skills will be developed through traditional and digital platforms, The Design context includes Photography, Illustration and Graphics.

Creative projects can include exhibition invitation or poster, portfolio website, book cover, advertising photography, book/magazine cover, or Polaroid collage or T-shirt/hoodie designs, personal logo and stationery, personal invitation, front cover and/or illustration design for children's story using self-portrait, magazine advertisement for object of personal taste, for example, shoes, fashion, bikes, food; character design and promotional poster.

Students choosing this course cannot select:

- **Design: Photography ATAR (AEDESP) or;**
- **Design: Dimensional (GEDESD)**

In Year 12, this course leads onto GTDESD.

Drama (Gifted and Talented)

GENERAL Course GEDRAS

Prerequisites: Through GAT testing only. Students must see Director of Drama.

The Drama General course focuses on drama in practice and with aesthetic understanding as students integrate their knowledge and skills. They engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy. This allows them to create original drama and interpret a range of texts written or devised by others by adapting the theoretical approaches of drama practitioners like Stanislavski and Brecht.

Students work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials and sound and lighting. They present drama to make meaning for a range of audiences and adapt their drama to suit different performances. The focus of this course is primarily on ensemble performance and team work, specifically children's theatre.

Please note that if payment of the annual charges has not been made in full prior to the first performance and there is no payment plan in place, the student may not be able to access some resources such as costumes, external guest tutors, extension workshops and performances.

In Year 12, this course leads onto GTDRAS.

English

General Course GEENG

Prerequisites: Nil.

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

Students choosing this course cannot select:

- English ATAR (AEENG)

In Year 12, this course leads onto GTENG.

Food Science And Technology

General Course GEFST

Prerequisites: Nil.

Food impacts every aspect of daily life and is essential for maintaining overall health and wellbeing. The application of science and technology plays an important role in understanding how the properties of food are used to meet the needs of consumers and producers. Food laws and regulations govern the production, supply and distribution of safe foods. Students develop practical food-related skills, understandings and attitudes that enhance their problem-solving abilities and decision-making skills.

In the Food Science and Technology General course, students develop their interests and skills through the design, production and management of food-related tasks. They develop knowledge of the sensory, physical, chemical and functional properties of food and apply these in practical

situations.

Students explore innovations in science and technology and changing consumer demands. New and emerging foods encourage the design, development and marketing of a range of products, services and systems. Food and allied health sectors represent a robust and expanding area of the Australian and global employment markets.

The Food Science and Technology General course enables students to connect with further education, training and employment pathways and enhances employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality and retail.

Students with special dietary needs/allergies must consult with the Home Economics Assistant Director, Damian Cochrane.

In Year 12, this course leads onto GTFST.

Health Studies

General Course GEHEA

Prerequisites: Nil.

In this General course students explore health as a dynamic element of life. They will consider the way in which beliefs and attitudes influence health decisions and learn how to plan and take actions that will promote their own health and that of others. They examine the impact of social and environmental factors on health and use inquiry skills to investigate and respond to relevant issues. The course also provides students with opportunities to develop skills that will enable them to pursue careers in health promotion, research or community health care.

In Year 12, this course leads onto GTHEA.

Science in Practice

General Course GESIP

Prerequisites: Nil

The Science in Practice General course encourages students to be curious, reflective and critical

thinkers about scientific issues, enabling them to make informed decisions about questions that directly affect their lives, the lives of others and the environment. The multidisciplinary approach, including aspects of biology, chemistry, geology and physics.

Students develop science inquiry skills to find solutions to real problems and then take these understandings and apply them in new contexts relevant to real life situations. This course seeks to reflect this creative element of science as inquiry. It involves students in practical activities and research that develops a variety of skills, including the use of appropriate technology and an array of diverse methods of investigation. This course encourages student collaboration and requires students to be creative, intellectually honest, to evaluate arguments with scepticism, and to conduct their investigations in ways that are safe, ethical, fair and respectful of others.

The Science in Practice General course is inclusive and aims to appeal to students with a wide variety of backgrounds, interests and career aspirations.

Unit 1 – Wheels in Motion

The emphasis in this unit is on biological and physical sciences, focussing on the following topics:

- how the human nervous systems reacts to stimuli
- factors influencing reaction times and braking distance when driving
- applications of the laws of motion to driving
- helping drivers make better decisions that can mitigate the risks of driving

Unit 2 – Local Geology

The emphasis in this unit is on earth science and biology, focussing on the following topics:

- geology of the local environment including rock types
- formation and characteristics of soil
- methods to preserve and maintain geoheritage
- exploring an issue of local relevance
- workplace health and safety

Materials, Design And Technology: Textiles

General course GEMDTT

Prerequisites: Nil.

The Materials Design and Technology Textiles General course is an excellent introduction to understanding what creates a good design, utilising suitable fabrics due to their fiber properties,

adopting appropriate methods of garment construction and to evaluate the success of a product against the needs of the client.

This is a practical course where students work with textiles, fabric and materials focusing on the design and manufacturing of a range of items. Students have the opportunity to develop and practise skills that contribute to creating a physical product, while acquiring an appreciation of the application of the design process, and an understanding of the need for materials sustainability. Students research and test materials and use strategies to develop innovative and creative ideas. They apply skills of management in planning and implementing a process at the same time as they manipulate tools and machines to produce high-quality articles.

Through the development of a range of products students will learn and practice manufacturing processes and technologies, including principles of design, planning and management. As well as the practical abilities that will be developed, students will also have the opportunity to work on the skills of self-direction and self-accountability, collaboration, and a strong focus on creativity.

In this course students will learn to up-cycle and/ or make new items of their own choosing including: Clothing; collared shirts, dresses, skirts, shorts, pants, jumpers, jackets etc. Bags; tote bag, handbag etc.

In Year 12, this course leads onto GTMDTT.

Mathematics: Essentials

General Course GEMAE

Prerequisites: Teacher recommendation. Students who have not attained OLNA in Year 10 will need to enrol in this course.

The Mathematics Essentials General course 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 postschool options of employment and further training.

In Year 12, this course leads onto GTMAE.

Outdoor Education

General Course GEOED

Prerequisites: Competent and confident open water swimmers.

Outdoor Education aims to develop an understanding of students relationship with the environment, their peers and themselves. This course focuses on a preparation and participation in a range of experiences including challenging land based and/or water based activities.

It provides students with an opportunity to develop essential outdoor skills and life skills such as communication, leadership and self management, whilst building a comprehensive understanding of the role they play in the environment. Students will be required to participate in a range of short duration excursions/expeditions in selected outdoor activities. They are encouraged to step outside of their comfort zone and embrace an array of different opportunities.

In Year 12, this course leads onto GTOED.

Physical Education Studies

General Course GEPES

Prerequisites: Nil

The Physical Education Studies General course contributes to the development of the whole person, including physical, social and emotional growth. Throughout the course emphasis is placed on a games based approach to physical activities, with a 50% weighting to both practical and theoretical components.

Students develop skills and performance as well as an understanding of physiological, anatomical and skill learning applications through physical activity and sports. Students engage as performers, leaders, coaches, analysts and planners of physical activity.

This course prepares students for a variety of employment pathways in the sport, leisure and recreation industries, education, sport development and youth work. The course also equips

students to take on volunteer and leadership roles in community activities.

Students choosing this subject cannot select:

- **Physical Education Studies ATAR (AEPES)**

In Year 12, this course leads to GTPES

Psychology

General Course GEPSY

Prerequisites: Nil.

Psychology aims to answer important questions such as what motivates people and what factors influence their development. Psychological knowledge helps us understand the way we think, biological influences and personality, and psychological understandings can be applied broadly to many different areas of our lives. In this course, students will gain psychological understandings about themselves and the world around them. Students will be involved in the exploration and analysis of data to illustrate how scientific research methods are used to examine different concepts within psychology.

General Psychology explores the nature of human behaviour, thinking and relationships. This is extremely useful in gaining insight into how people operate as individuals, within group situations and as part of society as a whole. This course would suit students studying in a general course pathway; those heading into the workplace after school, and those who want to develop skills in a discussion based, engaging and interesting class. The study of psychology is highly relevant to further studies in health professions, education, human resources, social sciences, sales, media, and marketing, and aims to provide a better understanding of human behavior and the means to enhance quality of life.

Students choosing this subject cannot select:

- **Psychology ATAR(AEPSY)**

In Year 12, this course leads onto GTPSY

Visual Arts (Gifted and Talented)

General Course GEVARS

Prerequisites: Through GAT testing only.

The Year 11 syllabus is divided into two units.

Unit 1

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

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

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

Unit 2

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

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

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

Please note that if payment of the annual charges has not been made in full prior to the first

exhibition and there is no payment plan in place, the student may not be able to access some resources such as extension workshops.

In Year 12, this course leads onto GTVARS.

Visual Arts

General Course GEVAR

Prerequisites: Nil

The Year 11 syllabus is divided into two units.

Unit 1

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

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

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

Unit 2

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

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

In developing subject matter for artworks, students explore ways to express personal beliefs,

opinions and feelings. They manipulate a variety of media and materials in a range of art forms, recording and reflecting on their artistic achievements.

In Year 12, this course leads onto GTVAR.

Contribution and Charges

Fees from contributions and charges are based on the expenses of executing the curriculum associated with that course, such as involving specialist tutors for certain instruments, and failure to pay contributions and charges may have an impact on a child's ability to participate in their course

To view course charges and information regarding Contribution and Charges for your child, please see our Contribution and Charges page on our website or alternatively, click the link below:

[Contributions and Charges](#)