



2026

Year 11-12

Course Information Handbook



Carey
Baptist
College
Harrisdale



Carey Attempt
the Extraordinary

Contents

Introduction	3
General Information	4
Government Certificates	5
Assessment	8
University Entry Pathways	9
Vocational Pathways	12
Applying to TAFE	13
ATAR Pathway	14
VET Pathway	15
Exhibitions and Awards	16
Further Information	18
Where can I find Career Information	20
Universities	21
Using the TISC ATAR Online Calculator	22
University Entrance Administrators Across Australia	23
Who Can I Talk To?	23
Questions to ask yourself when choosing your Year 11 Courses	24
Year 11 Courses at Carey in 2026	25
Course Selection Process	26
How to Choose Subjects Using Webchoice	29
Changing Courses in 2026	30
Compulsory Subjects	31
Course Descriptions	33
English	34
English: ATAR	35
Literature: ATAR	36
English: General	37
Health and Physical Education	38
Health Studies: ATAR	39
Outdoor Education: ATAR	40
Physical Education Studies: ATAR	41
Outdoor Education: General	42
Physical Education Studies: General	43
Humanities and Social Sciences	44
Accounting and Finance: ATAR	45
Economics: ATAR	46
Geography: ATAR	47
Modern History: ATAR	48
Politics and Law: ATAR	49
Business Management and Enterprise: General	50
Career and Enterprise: General	51
Certificate II in Tourism	52
Certificate II in Workplace Skills	53
Certificate III in Business	54
Languages	55
Japanese, Second Language: ATAR	56
Mathematics	58
Mathematics Specialist: ATAR	59
Mathematics Methods: ATAR	60
Mathematics Applications: ATAR	61
Mathematics Essential: General	62
Music	63
Music: ATAR	64
Music: General	65
Certificate III in Music	66
Science	67
Biology: ATAR	68
Chemistry: ATAR	69
Human Biology: ATAR	70
Physics: ATAR	71
Psychology: ATAR	72
Human Biology: General	73
Science in Practice: General	74
Technologies	75
Building and Construction: General	76
Computer Science: ATAR	77
Food Science and Technology: General	78
Certificate III in Aviation (Remote Pilot)	79
Certificate II in Community Services	80
Certificate II in Engineering Pathways	81
Visual and Performing Arts	82
Design (Photography): General	83
Drama: General	84
Visual Arts: General	85
Certificate III in Dance	86
Endorsed Courses	87
Authority Developed Workplace Learning	88
Drama Masterclass	89
Jewels Cheerleading and Pom	90
Life and Faith	91
UniReady in Schools	92



Carey Baptist College Harrisdale is committed to developing a balanced and holistic education that emphasises character formation and lifelong learning.

Introduction

Welcome to your Year 11 and 12 studies.

It is such an exciting and also slightly terrifying time. So much to get your head around, so much to understand – the processes and the plethora of acronyms – as well as the weight of decisions around which course to choose.

The transition to Senior School includes a culture of higher standards and expectations. As the leaders of our College community, our expectation of you is that you apply yourself diligently, strive for excellence – to become the best you can be, maintain your good standing and exhibit exemplary behaviour.

At last you can enrol in the courses that interest you the most and start looking towards possible post-secondary destinations. You do need to be realistically aware of your own capabilities, and the career options you are considering, **before** selecting your courses. You are investing in your future.

In Year 11 all students study six courses of their choice, for four sessions per week. In your timetable each week you will also have two sessions of Sport and Recreation and two sessions of Prep and Assessment, as well as your House Session and Homeroom.

You will have a choice of being on the Vocational Pathway or on the University Entrance Pathway, and this may change between Year 11 and Year 12 as you consider different career options.

In whatever pathway you choose, your abilities and opportunities are not fixed. Even if you struggle with certain skills, these can often be improved through hard work, good strategies, and help from others.

At Carey Baptist College Harrisdale we are committed to developing a balanced and holistic education that emphasizes character formation and lifelong learning. We encourage you to take ownership of your learning, and to take advantage of all the opportunities that the College provides for you.

It is our hope that this handbook gives you a point of reference, a place you can come back to check information and refresh your understanding. There are a couple of pages where we direct you to helpful people and useful websites.

All the best as you begin the final chapter of your secondary education.

Mrs K Lacey

Assistant Principal Curriculum

Your key to some acronyms you will see on the following pages

ATAR	Australian Tertiary Admissions Rank
EST	Externally Set Task
LOTE	Languages other than English
SBT	School-based Traineeship
TAFE	Technical and Further Education
TISC	Tertiary Information Service Centre
VET	Vocational Education and Training
WACE	Western Australian Certificate of Education
WASSA	Western Australian Statement of Student Attainment
WPL	Workplace Learning

General Information

What is success in Year 11 and 12 based on?

Approach

Year 11 is a big step up in terms of your responsibility. How you approach your studies will make ALL the difference. You need to:

- Understand how WACE and ATAR work.
- Be clear in what pathway you wish to study in Year 11 and 12.
- Be goal oriented (i.e. have a target score or grade that you are aiming at).
- Know the syllabus in each course you are studying.
- Expect an increase in workload.
- Undertake self-directed learning.
- Start revising for exams early.

Past Success

Past success is an important factor to consider – choose courses you are good at and that you enjoy. You are more likely to do well in these courses.

Attendance

Attendance and participation in class is key to the achievement of success. Studies show that if you attend College regularly you are more likely to succeed. You should aim for 100% attendance. Unless there are extenuating circumstances (which will require a medical certificate), the College will initiate procedures to discuss attendance with both you and your parents, if your attendance falls below 90%.

Handing in your work on time

In Years 11 and 12 it is vital that all assessed work is handed in on time in all courses. Failure to do so jeopardises marks and grades, and prevents you achieving your potential.

Homework / Study Commitment

Before you decide which type of course to study, you need to consider the type of commitment you are able to give to 'out of College' activities. Students studying ATAR courses need to commit to a minimum of 4-5 hours per week of homework and study per course in Year 11. In the period leading up to exams, this amount usually needs to increase. This includes a self-directed component consisting of organising notes, revision, research, exam study, practical study or additional tasks or questions.

Prerequisites

The prerequisites for each course are included in the detailed course descriptions. These are used to guide students into appropriate courses in which he or she could succeed – provided they put in the required effort.

Textbooks

If the courses you have selected have textbooks and other resources on the booklist, it is a requirement that these be purchased. Without textbooks, success in the course is significantly hindered. While textbooks and required resources may vary from year to year, an indication of the cost of these resources can be gained by looking at the current booklist on the Carey website.

Top tips

Set Goals

Write down what you want to achieve by the end of Year 11. This is a critical step because it ensures you are going into Year 11 with intent and purpose.

Handwrite Study Notes Every Week

Set a weekly study note goal for each of your subjects, and stick to it. Make writing study notes consistently through the term a habit, as you are learning the content. This will make your life easier when exams and assessments occur.

Plan

Each month plot out upcoming assessments, work and sporting commitments and some down time. Then make a weekly plan for how you will reach these goals.

Minimise Distractions

To get work done and meet your deadlines, you need to minimise the distractions around you. Every single time you lose focus because of a distraction like your phone or social media, it takes over 20 minutes for you to get back in the zone and focus.

- Don't have your phone in your room while you are working.
- Use SelfControl (Mac) or Cold Turkey (PC) to lock yourself out of distracting sites (like social media) while still allowing you to use the internet if you need to.

Seek Feedback

If you don't understand the concepts, ask your teachers and friends. Years 10 and 11 is where you can develop good habits, identify your weaknesses and do something about them. Focus on improvement rather than getting too stressed out about grades.

Government Certificates

At the end of Year 12, all students who have satisfactorily completed any WACE course, VET qualification or endorsed program will receive one or more of the following:

- Western Australian Statement of Student Achievement (**WASSA**).
- Western Australian Certificate of Education (**WACE**).
- ATAR course report.
- Any award certificates achieved.
- The WACE.

The WACE is the certificate that you will receive on the successful completion of your senior secondary schooling. The majority of students in WA achieve the WACE (about 91%).

WACE Requirements

To achieve your WACE, you must satisfy the following:

General Requirements

- Complete a minimum of 20 units (ten courses) or equivalents (Certificate qualifications or endorsed course)
- **Complete:**
 - At least four Year 12 ATAR courses, OR
 - At least five Year 12 General courses and / or ATAR courses or equivalents, OR
 - A Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses.
- Demonstrate a minimum standard of literacy (reading and writing) and a minimum standard of numeracy – either through NAPLAN or OLNA.
- Meet the requirements for breadth and depth of study.
- Meet the achievement standard.

Sitting the OLNA

If you have not pre-qualified in reading, writing or numeracy through NAPLAN, you must sit the corresponding component/s of the OLNA. You will have six opportunities to sit OLNA before the end of Year 12.

Breadth and Depth

This requirement must include at least:

- A minimum of ten Year 12 units (five courses) or the equivalent.
- An English course in Year 11 and Year 12.
- At least one course from each of the List A (Arts / Languages / Social Sciences) and List B (Mathematics / Science / Technology) courses.

Achievement Standard

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

Unit Equivalents

Unit equivalents can be obtained through Certificate qualifications and/or endorsed programs. The maximum unit equivalents available through certificate qualifications and endorsed programs is **four** in Year 11 and **four** in Year 12.

Endorsed Programs

Endorsed programs provide access to areas of learning not covered by WACE courses or VET programs and contribute to the WACE as unit equivalents. Endorsed programs can be added in Years 10, 11 and 12.

Endorsed programs:

- Contribute towards the breadth and depth requirement and the achievement standard requirement of the WACE;
- Count as a maximum of four unit equivalents (two courses) towards the WACE – two unit equivalents in Year 11 and two unit equivalents in Year 12.
- A range of accredited endorsed programs is listed on the SCSA website at scsa.wa.edu.au. Students should discuss endorsed programs with **Mrs A. Rushby**.

Enrolment Criteria for WACE Language Courses

If you wish to study a WACE language course, you will need to complete a SCSA Language Application. This is completed by all students studying Japanese in Year 10 at Carey. If you are planning to study a language other than Japanese Second Language in Year 11 or 12 you will need to enrol as a private student, and will still need to complete the SCSA Language Application. For further information see **Mrs N. Prince, Head of Languages**.

Courses Studied on a Non-School Basis

Results in any courses studied on a non-school basis can be used in the calculation of the ATAR. In these cases, the student's scaled score is based on the examination mark only.

These results cannot be used to meet the WACE requirements.

The WASSA

At the end of your studies, you will receive the WASSA. This formally records what you have completed during your senior secondary schooling. It includes:

- Achievement of the WACE requirements.
- Achievement of the literacy (reading and writing) standard.
- Achievement of the numeracy standard.
- Achievement of any exhibitions and awards.
- School marks and grades, and combined scores in ATAR courses.
- School marks and grades in General and Foundation courses.
- Any completed Preliminary units.
- Successfully completed VET units of competency.
- Completed endorsed programs.
- Number of community service hours undertaken (if reported by the school).

Even if you do not achieve your WACE, the WASSA is used by employers, training organisations and higher education training providers as it sets out the areas of study, marks, and grades you have achieved, as well as the breadth of your schooling, including extra-curricular activities.

VET Qualifications

VET enables students to transition directly into employment or access pathways to further vocational and / or higher education. Through VET, students gain nationally recognised qualifications while still at school. Completed qualifications are recorded on the WASSA. One completed Certificate II qualification is equivalent to studying one SCSA General course across Year 11 and Year 12. **A maximum of two Certificate II (or above) level qualifications can contribute toward the WACE.**

Units of competency undertaken in Certificate studies are not the same as SCSA units. To attain a certificate qualification, you will be required to demonstrate **understanding and competence in every element of each unit of competency** that make up the Certificate qualification.

Partial completion of a Certificate qualification will result in recognition of the units of competencies achieved. However, the qualification will not be attained, and **achievement of the WACE may be placed at risk.**

VET Qualifications can be studied at Carey or off-site.

Further enquiries in regard to VET opportunities can be directed to **Mrs P. Shaw**.

Workplace Learning (WPL)

This is a SCSA endorsed program which is **compulsory for all Year 11 students enrolled in a Vocational pathway.**

Successful completion of preparation work, and each 55 hours of placement, accompanied by a completed WPL Logbook, contributes one unit towards the WACE. An application and interview is required with the WPL Coordinator. You are responsible for finding the work places. For further enquiries contact **Mrs B. Parker**.

Work Experience

Further opportunities exist for you to 'try out' various occupations whilst studying, such as holiday work experience (which may suit you if you are an ATAR student). Your family is responsible for finding these types of placements and you will need to notify the WPL Coordinator **at least** one month prior to the commencement of the placement.

WACE Checker

The WACE Checker is an easy-to-use tool that you can use in Year 12 to check your progress towards meeting the requirements of the WACE. It is designed to determine whether or not you are expected to meet each of the requirements for the WACE. The WACE Checker can be found at wacechecker.scsa.wa.edu.au. The WACE Checker is provided as a guide only. If you have any concerns talk with **Mrs K. Lacey**.



Assessment

SCSA developed courses | ATAR and General

Grades and School Marks

Students will receive a grade of A, B, C, D or E for each course they have completed. **The letter grade received by the student at the end of the year is awarded by the school, and is forwarded to SCSA. This contributes to the WACE.**

Students will also receive a school mark in the range 0 to 100 (written and / or practical) for each WACE course that they complete. **Marks and grades provided on the Mid-Year report are indicators of progress towards the End-of-Year results.**

For ATAR students, performance in exams is by far the largest determinant of the final ATAR result in Year 12.

ATAR Examinations

SCSA sets, administers and marks the ATAR exams for all Year 12 ATAR courses. Each exam assesses the specific content described in the syllabus for the course studied. Each syllabus is available on the SCSA website (see the Useful Links page).

All ATAR course exams have written papers and some also include practical exams. **Students must complete both examinations in these courses.** The practical ATAR exams are held in the first week of the Term 3 school holidays, and on weekends during these holidays.

All students enrolled in a Year 12 ATAR subject must sit the external exam at the end of the year. This exam covers the Year 12 syllabus only.

Written examinations will usually start on the Monday of the week that contains the 1st of November and occur for three weeks.

TISC will use the results you achieve in your ATAR courses to calculate your ATAR which is used to determine eligibility for specific University degrees.

Externally Set Tasks (ESTs)

ESTs are 50 minute tests which all students enrolled in a General course in Year 12 will complete in early Term 2.

The task is set by SCSA, and is **worth 15% of the final mark for that course.** ESTs are marked by teachers at Carey using a marking key provided by SCSA. A random selection of papers from each course are double marked by SCSA and school results may be moderated.

Special Examination Provisions

Special arrangements may be made if students have permanent or temporary disabilities that may disadvantage them in an examination.

The College will assist them with submission of an application, which is completed during Term 1 of Year 12.

The College's contact person is **Mrs L. Ong.**

Authenticity of Work

It is imperative that all work that you submit for school assessment is your own. Any material that is included in your work that is not your own **must be acknowledged appropriately.** The **Carey Assessment Policy** outlines the penalties for plagiarism. Work which could not be considered your own could include, but is not limited to:

- Copying someone's work in part or in whole, and presenting it as your own;
- Buying, stealing or borrowing another person's work and presenting it as your own;
- Paying someone to write or prepare work;
- Submitting work to which another person (such as a parent, tutor or subject expert) has contributed substantially;
- Using material directly from sources such as books, journals or the internet, including Artificial Intelligence (AI) applications generated responses, without reference to the source;
- Building on the ideas of another person without reference to the source;
- Using the words, ideas, designs or the workmanship of others in practical tasks (performance, production or portfolio) without appropriate acknowledgement;
- Using non-approved materials and / or equipment during an assessment task or examination;
- Assisting another student to engage in an activity that will enable that student to have an unfair advantage over other students.

University Entry Pathways

If you are aiming for University, there are a number of different paths you can take to get you there.

To gain university entry using any of these paths you need to:

- meet the requirements for WACE
- meet the English Language competency standard for the university you are applying to in one of the following ways:
 - a scaled mark of at least 50% in English ATAR **OR** Literature ATAR
 - meet the minimum requirements of the Special Tertiary Admissions Test (STAT) written test for English

Entry using Australian Tertiary Admissions Rank (ATAR)

On this path, you only use the ATAR courses that you study at school to gain University entry.

This pathway suits students who have developed the ability to work well under exam conditions. It is the only pathway that can be used for University degrees that have a minimum ATAR entry requirement above 70.

On this pathway you study

- English and/or Literature ATAR
- At least three other ATAR courses
- You must have a combination of List A and List B courses (see page 23)

To be considered for university as a school leaver using ATAR you must:

- obtain a sufficiently high ATAR for the degree you want to study;
- satisfy any prerequisites of entry for the degree you want to study (scaled mark of 50% required in the course).

At the end of Year 12 you **MUST sit any ATAR Course Exams for the courses that you are enrolled in.**

The final mark for each ATAR course is **based on 50% moderated school assessment and 50% ATAR exam.**

The ATAR is a number between 99.95 and zero (0) that reports your position relative to all other Year 12 ATAR students. An ATAR of 96 indicates that a student is in the top 4% of Year 12 ATAR students. An ATAR of 96 equates to a scaled average of your top four courses of approximately 76%.

The ATAR allows the results of any WA student applying for university admission interstate to be **directly compared with results in other states**. Students need to have at least 4 scaled scores from ATAR courses for an ATAR to be calculated using the Tertiary Entrance Aggregate (TEA).

TEA

The Tertiary Entrance Aggregate is the sum of your best four scaled scores, plus any bonuses for LOTE subjects or Mathematics Specialist and Mathematics Methods (if you have sat exams in these subjects – irrespective of whether they are included in the best four subjects). **The maximum possible TEA score is 430** (400 from the best four subjects, plus a possible 30 additional bonus marks). The TEA is then converted to an ATAR.

The Tertiary Institute Service Centre (TISC) offers University places based on this ranking.

Unacceptable Course Combinations

You are not able to include certain combinations of courses in the calculation of your ATAR:

- Maths Specialist and Maths Application
- English and English as an Additional Language
- Literature and English as an Additional Language

Bonuses (for LOTE and Maths Specialist / Methods)

Language bonuses of 10% of the scaled score are added to students of Japanese: Second Language (LOTE bonus). A Mathematics bonus of 10% of the scaled score also applies for each of Mathematics Methods and Mathematics Specialist. **Note that this is 10% of the scaled score and NOT an additional 10%** (a student with 60 would get an additional 6%).

Although announcing an intention to remove these bonuses, ISC subsequently decided to review this decision and postpone it until after the 2027 Year 12 cohort.

You can use the TISC ATAR Online calculator to **approximate** your ATAR score. This site assists students to calculate the ATAR for a given TEA score. This can be found at tisc.edu.au/calculator/atar-calculator.tisc.

Entry using Curtin UniReady

Curtin UniReady is an endorsed course that students can take in Year 12. To undertake UniReady in Year 12 you need to either have completed or be currently studying a certificate qualification. You would study four bridging units over two semesters and must pass all of them to successfully complete the Curtin UniReady program.

From 2027 all students enrolled in Curtin UniReady must study **at least** one ATAR course in Year 12. Successful completion of Curtin UniReady equates to an ATAR of 70 and is accepted by all universities in Western Australia.

Entry using VET Qualifications

To be considered for university as a school leaver using your VET qualifications you must have:

- completed a Certificate IV – for Curtin
- OR**
- completed a Certificate III – for ECU, Notre Dame and Murdoch

You will be required to complete the university's bridging course for one semester before admission into an undergraduate degree that has a minimum ATAR entry requirement of 70.

TAFE Pathways to University

For further information please visit:

- northmetrotafe.wa.edu.au/important-information/university-pathways
- southmetrotafe.wa.edu.au/explore-careers-and-pathways/university-pathways

UWA does not accept school leavers on this path.

Entry using a Portfolio

You may be considered for entry into a specific undergraduate degree based on an extensive portfolio that showcases that you:

- have successfully completed:
 - at least four Year 12 WACE courses
 - three WACE courses plus at least one of the following:
 - VET qualification
 - Bridging course units
 - Microcredentials
 - Industry or workplace training
- have suitability for tertiary study
- satisfy any prerequisites of entry for the degree you want to study

You will be required to complete the university's bridging course for one semester before admission into an undergraduate degree that has a minimum ATAR entry requirement of 70.

UWA does not accept school leavers on this path.

Always check this information with your university of choice.

All universities offer alternative entry pathways.

Go to each University's website for full up-to-date details. TISC also regularly updates their website with useful University information.

See Mrs A. Rushby for any assistance needed in this area.

University admissions requirements for school leavers completing Year 12 in 2027 (i.e. current Year 10 students) are published by TISC in University Admissions 2027. This is only available on the TISC website, tisc.edu.au, in digital form.

Applying to Interstate Universities

Information about Universities and courses can be found at universitiesaustralia.edu.au and on the University websites Australia-wide. Applications are made via the tertiary admissions centres in each State (TISC in WA). This information can be found on page 21.

Early Offers (Year 12 students)

All WA universities continue to provide early offer schemes for 2027 admission for many undergraduate courses. Courses with very limited places available do not have early offer schemes.

To be considered for an early offer from ECU, Murdoch, Curtin or UWA, students need to apply through TISC. The course for which students would like an early offer should be your first preference. If required, any documents requiring uploading can be done through the TISC application.

Check the FAQs on the Universities early offer pages. If you still have questions, contact the Universities directly on the contact details listed there. If students need assistance with Early Offers or TISC applications, please see **Mrs A. Rushby**.

University Scholarships

Information on University Scholarships can be found on each University's website, usually under the heading of Scholarships - Undergraduate.

Curtin Excellence Scholarship

You may be eligible for one of these scholarships if you have demonstrated academic excellence through your ATAR and selected a Curtin degree as your first preference (excluding the Bachelor of Medicine and Bachelor of Surgery).

If you achieve an ATAR of between 96 and 96.99 you will receive a scholarship of \$5,000.

If you achieve an ATAR of 97 or above you will receive a scholarship of \$15,000.

For further details please contact Curtin University directly, via:

E: scholarships@curtin.edu.au or T: **9266 2992**



Vocational Pathways

A Vocational pathway is made up of a minimum of three General courses. This must include an English course (usually General English).

General Courses

These courses are not externally examined, but have an EST in Year 12. These courses are designed for students who are typically aiming to enter further vocational based training or the workforce directly from school.

VET Certificate Qualifications

VET is nationally recognised and enables you to gain qualifications for all types of employment, as well as specific skills to help you in the workplace or in further training.

- As part of the minimum WACE requirements, a student may complete a Certificate II or higher in combination with ATAR, General or Foundation courses.
- Studying VET qualifications can provide up to eight units (four subjects) towards the number of course units students need to achieve your WACE.

VET Opportunities

At Carey you can gain VET qualifications through a variety of on-site and off-site delivery modes.

On-site

Classroom based, mainly in school time.

- Combination of online and face to face, in school time.
- Fee for service charges are not included in school fees.

Off-site

Government funded qualifications, including:

Pre-apprenticeships and School-Based traineeships.

- Additional incidental costs.
- Delivered at TAFE or RTO premises during school time.
- Entry is competitive and numbers are limited.
- Students require some time away from school.
- Students need to catch up on any work missed.

Fee for service qualifications

Fee for service charges are not included in school fees.

School Based Traineeships (SBT)

School-based traineeships are an opportunity for you to work with a host employer and train in a qualification while you are still at school. You sign a training contract with the employer, but this must be approved and endorsed by **Mrs P. Shaw**, as it needs to fit in with your educational program.

Typically, SBTs require a commitment of 7.5 to 10 hours per week over a 12-18 month period.

School-based Traineeships are outside school time with an employer and RTO.

- Additional incidental costs.
- No additional time away from school.
- Qualifications in your workplace.

Students interested in investigating an SBT to achieve a Certificate III in Early Childhood Education and Care may be considered for a position with Jump. Please see **Mrs P. Shaw** if you are interested.

Further enquiries in regard to studies in VET can be directed to **Mrs P. Shaw**.

Workplace Learning (WPL)

Year 11 Vocational pathway students are required to complete 110 hours of work placement during the exam blocks in Terms 2 and 4. Further participation in Year 12 is encouraged, but is optional for students once the 110 hours (minimum) have been completed.

Year 12 students transitioning from the ATAR to the Vocational pathway are required to complete 55 hours of WPL and may be required to complete some of these hours during holidays.

Preparation work includes:

- An interview.
- Online theoretical tasks.
- WHS Induction.
- White Card (Trade students only).
- Host workplace induction.

Course Cost: \$800 for two WPL Placements. Note that specific footwear may be required.

WPL Logbooks are issued to students by the College at your WHS Induction at the College.

Successful completion of preparation work, and each 55 hours of placement, accompanied by a completed WPL Logbook, contributes one unit towards the WACE. An application and interview is required with the WPL Coordinator. For further enquiries contact **Mrs B. Parker**.

Applying to TAFE

Applications are due at the end of August for enrolment in the following year.

To apply for entry into TAFE you need to demonstrate minimum literacy and numeracy skills or achievement at an applicable Certificate level in the Australian Qualifications Framework (AQF).

Competitive courses may require you to respond to course specific selection criteria. For details on general TAFE entrance requirements please visit: fulltimecourses.tafe.wa.edu.au

For details on specific TAFE entrance requirements related to a particular course, please visit: fulltimecourses.tafe.wa.edu.au/courses

Pre-Apprenticeship Programs

TAFE is the government pre-apprenticeship training provider. For pre-apprenticeship opportunities through TAFE please refer to the North and South Metro TAFE websites. The government funded private training providers of pre-apprenticeship programs includes:

- **MPA Skills (Plumbing and Painting)**
mpaskills.com.au
T: (08) 9471 6600
- **Motor Trade Association WA**
mtawa.com.au
T: (08) 9233 9800
- **Everthought Education (Trades Training)**
everthought.com.au
T: 1300 656 498
- **College of Electrical Training**
cet.asn.au
T: (08) 6595 6600 (Jandakot)
T: (08) 9233 5000 (Joondalup)

TAFE Information

North Metropolitan TAFE
1300 300 822



E: enquiry@nmtafe.wa.edu.au

Campuses include: Balga, Clarkson, East Perth, Joondalup (2), Leederville, Midland, Mt. Lawley, Nedlands (Oral Health Centre), Perth (Northbridge).

Visit northmetrotafe.wa.edu.au

South Metropolitan TAFE
1800 001 001



E: info@smtafe.wa.edu.au

Campuses include: Armadale, Bentley, Carlisle, Fremantle, Jandakot, Kwinana, Mandurah, Munster, Murdoch, Naval Base, Rockingham, Thornlie.

Visit southmetrotafe.wa.edu.au

TAFE Admissions | 6212 9888

tasonline.tafe.wa.edu.au

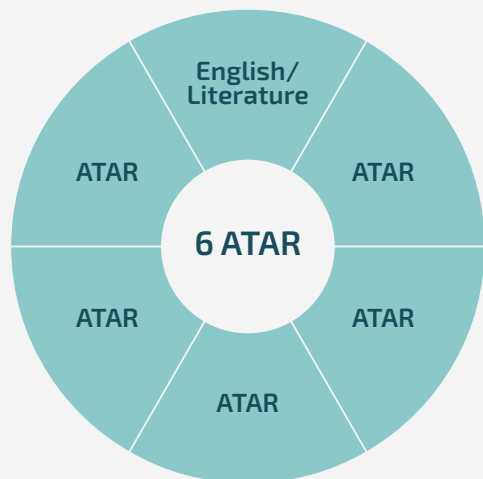
E: tafe.admissions@dtwd.wa.gov.au

ATAR Pathway

An ATAR pathway is made up of a **minimum** of 4 x ATAR courses. **This must include either English OR Literature.**

Typical Course Selection Combinations

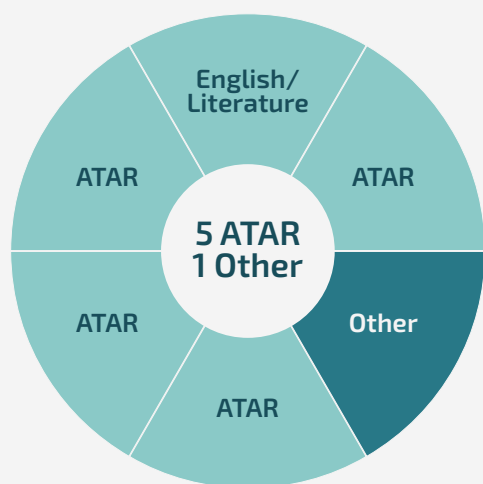
University-bound students would typically choose:



6 ATAR Courses

Recommended for high-achieving students.

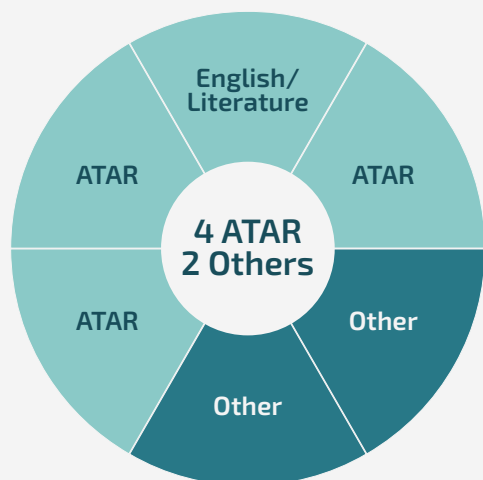
You may choose six ATAR courses to continue with your best 5 ATAR courses in Year 12. This is for you if you are aiming for an ATAR score of 90+ and are often hoping to gain entry into Medicine, Dentistry, Vet. Science, Physiotherapy, Law, Engineering etc., or to achieve a University scholarship.



5 ATAR Courses and 1 other

Recommended for most students.

You may choose five ATAR courses. Only the top four ATAR courses can be included in the final score. However, the fifth course could be included in your ATAR score should you underperform in one of your other subjects, or it may be a prerequisite into a University course.



4 ATAR Courses and 2 others

If you are very confident with your selections or have demonstrated that you struggled with a five ATAR course load, this might be your choice.

You would continue with these four courses in Year 12 or might consider changing your pathway if you struggle in one or more ATAR courses. The other courses are selected from the General courses or Certificate qualifications (often one of each).

These students may opt for the UniReady pathway in Year 12.

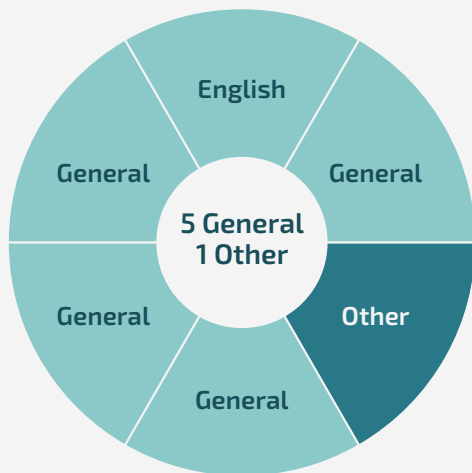
All students need to check that their courses meet the prerequisites for entry into their likely Tertiary pathways.

VET Pathway

A Vocational pathway is made up of a **minimum** of three General courses. **This must include an English course, usually General English.**

Typical Course Selection Combinations

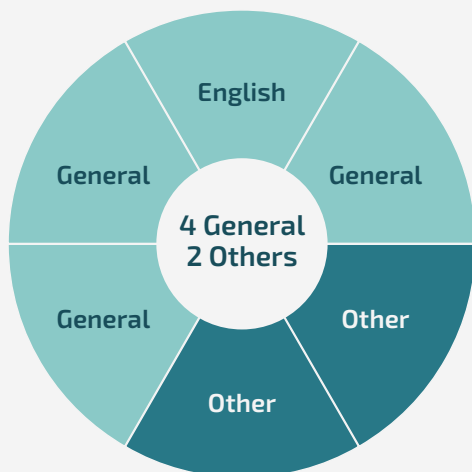
Vocational students would typically choose:



5 General Courses and 1 Certificate

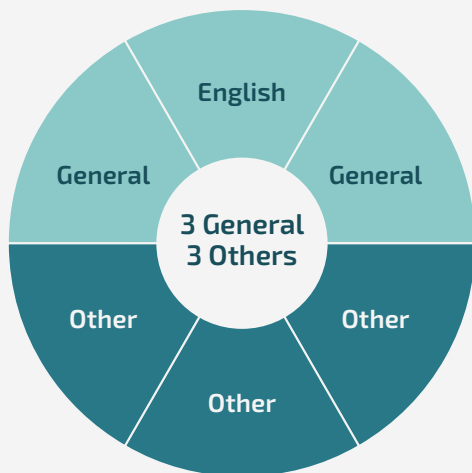
Recommended in most cases.

This course includes a Certificate qualification, which can be done at school, or with an external provider (e.g. an off-campus program) or an ATAR course (in rare cases).



4 General Courses and 2 Certificates

You must choose a Certificate course as a requirement for the WACE and may choose a second Certificate course (but no more than two of these count towards the WACE) or an ATAR course.



3 General Courses and 3 Certificates

You must choose a Certificate course as a requirement for the WACE; and may choose a second or third Certificate course (but no more than two of these count towards the WACE) or an ATAR course or up to two ATAR courses.

Exhibitions and Awards

General Criteria for Eligibility for Exhibitions and Awards

Carey Awards

ATAR Dux

Awarded to the ATAR Pathway student with the highest predicted ATAR.

VET Dux

Awarded to the VET Pathway student with the highest combined score calculated from their four top WACE Courses, VET qualifications and total WPL hours.

ATAR Proxime Accessit

Awarded to the student with the second highest predicted ATAR.

VET Proxime Accessit

Awarded to the VET Pathway student with the second highest combined score calculated from their four top WACE Courses, VET qualifications and total WPL hours.

Medals of Excellence

Awarded to students who achieve 75% or more A grades across their WACE courses.

SCSA Exhibitions and Awards

In order to be eligible to receive awards from SCSA, a student must:

- Be an Australian citizen or a permanent resident of Australia;
- Have been enrolled as a full-time student in a registered Secondary School; and
- Have satisfied the requirements for a WACE at the time of the determination of the award/exhibition (except for subject exhibitions and subject certificates of excellence).

Beazley Medal: WACE

The Beazley Medal WACE is awarded for excellence in ATAR courses. It is awarded to the eligible student who achieves the **top WACE award score**.

Beazley Medal: VET

The Beazley Medal VET is for excellence in studies that include VET qualifications. It is awarded to an eligible student who has demonstrated the **most outstanding overall performance in a VET Certificate II or higher** and in their other WACE achievements. Eligibility requires the achievement of a VET Exhibition; and the achievement of the WACE.

General Exhibitions

The 50 students who obtain **the highest WACE award scores** are awarded a General Exhibition. These are awarded to recognise outstanding academic achievements in Year 12 ATAR courses with a WACE exam.

Subject Exhibitions (ATAR courses)

A Subject Exhibition may be awarded to the eligible student obtaining **the highest examination mark for each ATAR course**, with at least 100 students sitting the ATAR exam.

VET Exhibitions

A VET Exhibition may be awarded to an eligible student who has demonstrated the most outstanding performance in an Australian Qualification Framework (AQF) VET Certificate II or higher and in other course achievements.

Certificates of Excellence (ATAR Courses)

Certificates of Excellence are awarded to eligible students who are in the **top 0.5% of candidates, based on the examination mark**, or the top two candidates (whichever is the greater) in courses where there are at least 100 students sitting the ATAR exam.

Certificates of Excellence (VET)

VET Certificates of Excellence may be awarded to eligible Year 12 students who complete an AQF VET Certificate II or higher in one of the nine industry areas.

Certificates of Merit and Certificates of Distinction

Certificates of Merit and Certificates of Distinction **recognise student achievement in the WACE** and are dependent on the degree of difficulty of the courses and programs undertaken, together with the student's level of achievement. These awards will be **based on the grades awarded to students by your schools**. A Certificate of Merit or a Certificate of Distinction is awarded to each eligible student who accumulates:

- **Certificates of Merit** 150–189 points
- **Certificates of Distinction** 190–200 points

These points are accrued from five x Year 11 subjects and 5 x Year 12 subjects (20 units). 5 of these must be Year 12 subjects (10 units).

Currently, the certificate winners are acknowledged in 'The West Australian'.

A progressive tally of the certificate points accumulated by students is recorded on Carey's Predicted ATAR Summary.

Calculating points for the achievement of the Certificates of Merit and Certificates of Distinction.

Points are awarded as follows:

POINTS PER UNIT	ATAR COURSE	GENERAL COURSE	FOUNDATION COURSE	VET INDUSTRY QUALIFICATIONS	MAX POINTS PER VET QUALIFICATION
10	A				
9	B			CERT IV	54
8		A		CERT III	48
7					
6				CERT II	24

Example: Note that each subject is made up of two Units

YEAR 11 COURSE	GRADE	POINTS
1. English	B	$2 \times 9 = 18$
2. Maths Application	A	$2 \times 10 = 20$
3. Modern History	B	$2 \times 9 = 18$
4. Politics and Law	B	$2 \times 9 = 18$
5. Human Biology	C	0
6. Career and Enterprise (General)	A	$2 \times 8 = 16$
TOTAL		90

YEAR 12 COURSE	GRADE	POINTS
1. English	B	$2 \times 9 = 18$
2. Maths Application	B	$2 \times 9 = 18$
3. Modern History	B	$2 \times 9 = 18$
4. Politics and Law	C	0
5. Human Biology (General)	A	$2 \times 8 = 16$
Private Study		0
TOTAL		70

This student receives 90 (Year 11) + 70 (Year 12) points totalling 160 points and would be awarded a **Certificate of Merit**.



Further Information

Disability adjustments

senior-secondary.scsa.wa.edu.au/assessment/disability-adjustment-guidelines

Eligibility criteria for languages

senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/languages

Endorsed programs

senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/endorsed-programs

Online Literacy and Numeracy Assessment (OLNA)

senior-secondary.scsa.wa.edu.au/assessment/olna

School-based assessment

senior-secondary.scsa.wa.edu.au/assessment/school-based-assessment

Student Information website

SCSA has a Student Information website that can be accessed via the Authority website home page and at student.scsa.wa.edu.au.

The student website provides students with easy access to information under the headings of:

- Student Portal;
- Getting organised;
- Curriculum;
- Examinations and testing;
- Certification and post-school;
- Frequently asked questions (FAQs);
- Advice for Year 12s – which may be of interest to students in other years.

Student portal

The student portal is a space for you at any time during Years 10 to 12 to check and access personal information that relates to your WACE.

The student portal can be accessed at student.scsa.wa.edu.au/student-portal.

Technical support for the portal is available via wacehelp@scsa.wa.edu.au. Year 10 students use the student portal to apply to enrol in a WACE language course in Year 11. To ensure that you can access this portal properly the Curriculum team will hold a session with all Year 10 students to get you signed up.

VET

senior-secondary.scsa.wa.edu.au/vet

- VET industry specific courses
- VET credit transfer
- How VET contributes to the WACE
- WACE recognition of VET accredited courses
- News and frequently asked questions
senior-secondary.scsa.wa.edu.au/vet/faqs

WACE

senior-secondary.scsa.wa.edu.au/the-wace

ATAR examinations

senior-secondary.scsa.wa.edu.au/assessment/examinations

- Examination information
- University entrance
- Special provisions

Past ATAR course examinations

senior-secondary.scsa.wa.edu.au/further-resources/past-atar-course-exams

Past WACE examinations

scsa.wa.edu.au/publications/past-atar-course-exams

- Past ATAR exams 2016-2023
- Examination Reports
- Marking Keys

WACE syllabus and support materials

senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials

- Course syllabus
- Glossary of key words
- Grading

WASSA

senior-secondary.scsa.wa.edu.au/certification/wassa

Year 12 Information Handbook

scsa.wa.edu.au/publications/year-12-information

The Year 12 Information Handbook is available on the SCSA website each year.

Part I - for all Year 12s is published in March.

Part II - for Year 12 ATAR students is published in July.



Where can I find Career Information?

Jobs and Skills Centres

These are located at TAFE campuses in Balga, Joondalup, Perth and Midland (North Metropolitan), Armadale, Fremantle, Peel, Rockingham and Thornlie (South Metropolitan).

Each centre provides professional and practical advice on training and employment opportunities including careers advice, apprenticeships and training information.

Services are free, and accessible to all members of the community.

Phone: 13 64 64

Website: jobsandskills.wa.gov.au

Careers

Job search and career related websites:

- myfuture.edu.au
Assists you to identify your interests, build your career profile and explore occupations.
- workforceaustralia.gov.au
Hints and tips to help your job search and make a great resume.
- jobsandskills.wa.gov.au
Explores industry areas to see the range of occupations they offer and find out the course that can get you there.
- fairwork.gov.au
Information and advice about workplace rights and obligations.
- servicesaustralia.gov.au/centrelink
Delivers social security payments and services; accessed by creating a MyGov account.
- graduatecareers.com.au
Includes employment opportunities for job seeking University students and graduates.

Australian Apprenticeships

Find an apprenticeship centre in your region.

Phone: 13 38 73

Website: apprenticeships.gov.au

Education

Department of Education

Information on job opportunities in education.

Website: education.wa.edu.au

School Curriculum and Standards Authority (SCSA)

SCSA has information on curriculum, exams, assessment and syllabuses.

Website: scsa.wa.edu.au

E: info@scsa.wa.edu.au

TISC

Processes University applications to UWA, Curtin, Murdoch, Notre Dame and ECU. Includes information on ATAR, an ATAR Calculator and conducts the STAT test.

Website: tisc.edu.au

Australian University Guide

Rates Australian Universities and outlines their facilities / courses.

Website: gooduniversitiesguide.com.au

Defence Force Recruiting Centre

Provides information on careers available in the Airforce, Army and the Navy.

Address: Level 6, 58 Mounts Bay Road, Perth 6000

Phone: 13 19 01

Website: adfcareers.gov.au

Open: Monday to Friday 8:00am to 5:00pm.

W.A. Police Recruiting

Police Recruitment Centre.

W.A. Police Academy

Address: Administration Block, 81 Lakeside Drive, Joondalup

Open: Monday to Friday 8:00am to 4:00pm.

East Perth Recruitment Centre

Address: 99 Plain Street, Perth

Open: Monday to Friday 8:00am to 6:00pm.

Phone: (08) 9301 9607

Email: letsjoinforces.wa.gov.au

Universities

Curtin University

Study Areas:

- Agriculture, Environment and Sustainability;
- Architecture and Construction;
- Arts, Culture and Creative Industries;
- Business, Management and Law;
- Education;
- Engineering, Mining and Surveying;
- Health;
- Indigenous
- Information Technology;
- Physical Sciences, Geoscience and Mathematics.

Enquiries and Admissions:

Curtin Connect (Building 102)

T: 1300 222 888

study@curtin.edu.au



The University of Notre Dame

Programs:

- Arts and Sciences;
- Business;
- Education;
- Health Sciences;
- Law;
- Medicine;
- Nursing and Midwifery;
- Philosophy and Theology;
- Physiotherapy.

Enquiries and Admissions:

Prospective Student Office

T: (08) 9433 0533

Freecall: 1800 640 500

notredame.edu.au



Edith Cowan University

Mt Lawley Campus and Joondalup Campus

Courses:

- Arts and Humanities;
- Business and Law;
- Engineering and Technology;
- Medical and Health Science;
- Nursing and Midwifery;
- Science;
- Teacher Education.

WA Academy of Performing Arts (WAAPA).

Enquiries and Admissions:

Future Students

T: 13 43 28

ecu.edu.au/future-students



The University of Western Australia

Study Areas:

- Agricultural, Environmental and Biological Sciences;
- Architecture, Design and Planning;
- Business and Commerce;
- Data and Computer Science;
- Education;
- Engineering;
- Health and Biomedical Sciences;
- Humanities and Social Sciences;
- Languages;
- Law;
- Music and Fine Arts;
- Physical Sciences and Mathematics;
- Psychology.

Enquiries and Admissions:

Future Students Centre

T: (08) 6488 2477

uwa.edu.au/study



Murdoch University

Courses:

- Business;
- Creative Arts and Communications;
- Engineering Technology;
- Health;
- Humanities and Social Sciences;
- Law and Criminology;
- Science;
- Teaching;
- Technology.

Enquiries and Admissions:

The Student Centre

T: 1300 687 3624

murdoch.edu.au/study



Using the TISC ATAR Online Calculator

Based on the 2024 data using the TISC ATAR Online Calculator.

ATAR	Min TEA for ATAR	FOUR SUBJECT AVERAGE	POSSIBLE DEGREE COURSES
70.25	217	54%	Minimum entry to ECU, Murdoch, Curtin, Notre Dame
76.2	228	57%	Minimum entry to UWA Nursing/Midwifery at ECU; Architecture, Secondary Education at Notre Dame
80.9	240	60%	Biomedical Science, Commerce, Education; Engineering at UWA; Computer Science, Engineering, Pharmacy, Speech Pathology at Curtin
83.8	248	62%	Occupational Therapy, Oral Health Therapy at Curtin
85.15	252	63%	Law at ECU; Human Rights at UWA; Law at Notre Dame
90.65	272	68%	Physiotherapy, Law, Medical Imaging, Radiation Therapy at Curtin; Law at Murdoch; Physiotherapy at Notre Dame
94.35	292	73%	Veterinary Science at Murdoch
95.5	300	75%	Medicine/Surgery at Curtin
96.45	308	77%	Curtin Excellence Scholarship 1*
97.6	320	80%	Curtin Excellence Scholarship 2*
99.25	352	88%	

We strongly recommend that students aim for a four subject minimum average of 60% to allow for any potential scaling or moderating which may take place.

Example 1: Four Year 12 WACE ATAR Courses

COURSE	SCALED SCORE
English	72%
Maths Methods*	55%
Maths Applications	76%
Human Biology	70%
Chemistry	48%
Food Science (General)	C
Best four course aggregate: $72 + 55 + 5.5$ (*Methods bonus – gains 10%) $+ 76 + 70 = 278.5$ TEA = $278.5 > \text{ATAR } 92.15$	

Example 2: Five Year 12 WACE ATAR Courses

COURSE	SCALE SCORE
English	66%
Maths Application	50%
Modern History	67%
Economics	70%
Career and Enterprise (General)	A
Study Line	-
Four subject aggregate: $66 + 50 + 67 + 70 = 253$ TEA = $253 > \text{ATAR } 85.6$	

Please note that these calculations are approximate, as they do not take into account adjustments for scaling and moderation, which vary from year to year and are not possible to accurately predict.

University Entrance Administrators Across Australia

STATE	APPLICATIONS	YEAR 12 CERTIFICATE	WEBSITE
WA	Tertiary Institution Service Centre (TISC)	WACE	tisc.edu.au
NSW / ACT	Universities Admissions Centre (UAC)	HSC	uac.edu.au
NT	Charles Darwin University	NTCE	cdu.edu.au Applications through SATAC
Qld	Queensland Tertiary Admissions Centre (QTAC)	QCE	qtac.edu.au
SA	South Australian Tertiary Admissions Centre (SATAC)	SACE	satac.edu.au
TAS	University of Tasmania (including Australian Maritime College)	TCE	utas.edu.au/apply
Vic	Victorian Tertiary Admissions Centre (VTAC)	VCE (ATAR) VCAL (non-ATAR)	vtac.edu.au

Who Can I Talk To?

Careers / Endorsed Programs	Mrs A. Rushby	arushby@carey.wa.edu.au
Vocational Qualifications (VET)	Mrs P. Shaw	pshaw@carey.wa.edu.au
Special Provisions	Mrs L. Ong	long@carey.wa.edu.au
Workplace Learning Coordinator	Mrs B. Parker	wpl@carey.wa.edu.au
Assistant Principal - Curriculum	Mrs K. Lacey	curriculum@carey.wa.edu.au

ATAR and General Courses | Heads of Department

Beliefs and Values	Mrs K. Lockwood	klockwood@carey.wa.edu.au
English	Mr P. Fallon	pfallon@carey.wa.edu.au
Health and Physical Education	Mr Z. Cottrell	zcottrell@carey.wa.edu.au
Humanities and Social Sciences	Mr C. Austin	caustin@carey.wa.edu.au
Languages (Acting)	Mrs N. Prince	nprince@carey.wa.edu.au
Mathematics	Mrs L. Karasavas	lkarasavas@carey.wa.edu.au
Music (Acting)	Mr J. Florisson	jflorisson@carey.wa.edu.au
Science	Mr D. Braithwaite	dbraithwaite@carey.wa.edu.au
Technologies	Mrs A. Post	apost@carey.wa.edu.au
Visual and Performing Arts	Mrs S. Cuellar	scuellar@carey.wa.edu.au

Questions to ask yourself when choosing your Year 11 Courses

What do I love?

It's important to follow your passion. Don't select subjects because you think you're 'supposed' to or because they 'scale better'. A key to success is choosing what you love. Think about the subjects that excite you the most, and use them as the starting point for your Year 11 subject selection process. Committing your brainpower and energy to something that interests you is much easier.

What am I best at?

An equally important thing to consider is your strengths. What are you best at? Your idea of potential jobs will probably change in the next few years, but what you are most interested in and best at is a good guide to the subjects you should consider.

Have I done my research?

If you have some good ideas about what you'd like to be in the future, you should be guided in selecting your subjects by finding out what you need to know. Some University courses have prerequisites, so research and explore the pathways to where you want to be. Having an end goal will help you make better decisions now. It is normal if the end goal changes between now and then – just because you wanted to be a pilot when you were five doesn't mean you want to be one at 18. You don't need to have one goal, in fact it's better to have a plan A, plan B, and a plan C, and see how you go.

Am I keeping my options open?

Most students do not have a clear idea what career path they'd like to follow. If that sounds like you, spreading your choices wider is a better option. Select a few different subjects to explore different interests and see what fits.

Over the next two years, you'll continue the process of narrowing things down and having a broad foundation will be a big help. In the meantime, you might discover a talent or passion you didn't know you had.

Have I considered my workload? You only have so many hours in a week, and time limitations are especially relevant when it comes to subjects that feature a heavy commitment. How many of these do you want to commit to completing in Year 12? Find out how much attention and energy you'll have to put into that artwork, extended essays, exams or live performances and practice, then decide how much you are willing and able to tackle.

How much should I challenge myself?

There will be plenty of external challenges over the next couple of years but that doesn't mean you should always take the easy path. There are huge personal rewards to going above and beyond the bare minimum, especially if you've got a competitive streak. Aim high, expand your horizons and discover what you're truly capable of (but at the same time be realistic and get advice). If it turns out you've taken on too much, you can always reduce your subject load in Year 12.

What do I do if I struggle to cope?

No matter what you select now, there are many different ways to get to where you want to be in life. One size definitely does not fit all. Year 12 exams are important, but it's not the only path to finding the career you love. If you want to know more about alternative pathways over the next two years, you can always make an appointment with Mrs A. Rushby to get career advice and discuss the different pathways you can take.

Year 11 Courses at Carey in 2026

SCSA ATAR Courses

LIST A (ARTS / LANGUAGES / SOCIAL SCIENCE)	
Economics	AEECO
English	AEENG
Geography	AEGEO
Health Studies	AEHEA
Japanese: Second Language	AEJSL
Literature	AELIT
Modern History	AEHIM
Music	AEMUS
Politics and Law	AEPAL

LIST B (MATHS / SCIENCE / TECHNOLOGY)	
Accounting and Finance	AEACF
Biology	AEBLY
Chemistry	AECHE
Computer Science	AECSE
Human Biology	AEHBY
Mathematics Applications	AEMAA
Mathematics Methods	AEMAM
Mathematics Specialist	AEMAS
Outdoor Education	AEOED
Physical Education Studies	AEPES
Physics	AEPHY
Psychology	AEPSY

SCSA General Courses

LIST A (ARTS / LANGUAGES / SOCIAL SCIENCE)	
Business Management and Enterprise	GEBME
Drama	GEDRA
English	GEENG
Visual Art	GEVAR

LIST B (MATHS / SCIENCE / TECHNOLOGY)	
Building and Construction	GEBCN
Design (Graphics)	GEDES
Food Science and Technology	GEFST
Human Biology	GEHBY
Mathematics Essential	GEMAE
Outdoor Education	GEOED
Physical Education Studies	GEPES
Science in Practice	GESIP

Endorsed Programs

ADWPL Workplace Learning
 Carey Jewels Cheerleading and Pom
 Drama Masterclass
 Life and Faith
 UniReady in Schools (**Year 12 only**)

VET Certificate Qualifications

AVI30419	Certificate III in Aviation (Remote Pilot) (Year 11 only)
BSB30120	Certificate III in Business (Year 12 only)
CHC22015	Certificate II in Community Services
CUA30120	Certificate III in Dance
MEM20422	Certificate II in Engineering Pathways
CUA30920	Certificate III in Music
SIT20122	Certificate II in Tourism
BSB20120	Certificate II in Workplace Skills

Course Selection Process

Key Milestones for Year 11 Course Selection in 2026

Tuesday 24 June	Year 10-12 Reports
Tuesday 1 July	WACE/Course Selection Information Evening Year 11-12 Course Information Handbook issued
Thursday 3 July and Friday 4 July	Parent Teacher Interviews Your current achievement should be discussed with subject teachers, and advice on Year 11 subject suitability should be sought.
Thursday 3 July to Thursday 7 August	Course Selection Interviews Individual 30 minute course selection interviews are available with: Mrs Lacey – ATAR or Vocational Pathways Mrs Shaw – Vocational Pathway Mrs Rushby – to discuss Career options These Course Selection interviews can be booked through the Edval Interview portal.
Wednesday 17 July	Year 11 Webchoice Opens A link and webcode will be emailed to your Carey student email address. If you have problems with your access code, please contact the Curriculum Office.
Friday 8 August, 9am	Year 11 Webchoice Initial Course Selection Closes You will need to make your initial subject choices – 6 subjects + 2 reserves. An English subject must be one of these (this is a compulsory WACE requirement). Choose subjects you need/want in order of preference. Subjects with insufficient student numbers WILL NOT BE INCLUDED IN THE FINAL GRID.
Monday 8 September	2026 Year 11 Gridlines discussed with students missing courses If you miss out on a course due to a course not running or course clashes you will have an interview with Mrs Lacey to make an alternate choice.
Friday 6 September, 9am	2026 Year 11 Gridlines Close for students missing courses Students who have all courses are not able to make changes at this time.
Thursday 27 November to Thursday 11 December, 4pm	2026 Year 11 Course Changes If you achieve the prerequisites for entry into courses in your End of Year Report or wish to change your course choice for 2026, you can submit a Course Change Form (please note that changes ARE subject to the availability of places).
Wednesday 21 January to Friday 13 February	2026 Year 11 Course Changes If you achieve the prerequisites for entry into courses in your End of Year Report or wish to change your course choice for 2026, you can submit a Course Change Form (please note that changes ARE subject to the availability of places).

Prerequisites

You will only be able to choose the subjects where you have achieved the prerequisite grades on your First Semester reports.

Private Study

Private Study is not an option for Year 11 students. The only exception to this is if you are studying a VET qualification at an off-site TAFE course. This is to enable students to catch up on work missed, while at TAFE. You may only apply for this after you have completed the first two weeks at TAFE. This is done by submitting a Course Change Form and selecting a grid line on which to have supervised Private Study.





How to Choose Subjects using Webchoice

Choices are due by 9:00am on Friday 8 August 2025

- 1 A link and Webcode will be emailed to your Carey Student Email Address.
- 2 Click on the link and type in your Webcode.
- 3 Click on the Course Selection button.
- 4 Choose your 6 subjects from the drop-down menu in each box, nominating the subjects that **you want the most first**.
- 5 Choose your 2 reserve choices, in case your first preferences are unavailable, nominating the subjects that **you want the most**.
- 6 Click on the submit button.
- 7 Print out your subject selections, and get your parents / guardians to sign it. Bring the signed copy to the Curriculum Office in Building J.

Changing Courses in 2026

The course change procedure involves completing a Year 11/12 Course Change Request Form, obtainable from the Curriculum Office (Building J).

SCSA publishes a series of dates after which students may not change courses as they cannot complete the assessment program of any new courses.

Year 11

Students can change a course at the start of the year and are then strongly encouraged to stay in the course until the end of Semester 1.

During Weeks 8-10 of Term 2 you can withdraw from a full year course and have the Unit 1 grade credited, and change to Unit 2 of another course for Semester 2 (for example, you may change from Unit 1 Maths Methods to Unit 2 Maths Applications ATAR).

If you change to Unit 2 in an ATAR course you will sit a Unit 2 exam in that course at the end of the year. You do not need to catch up on any missed Semester 1 assessments.

You will also be able to change courses at the end of the year. This is usually after the Year 11 exams / reports in Term 4, or in the two weeks prior to the start of Term 1 in the following year. Year 11 and 12 courses have different content and the Year 12 exams and ESTs are based on Year 12 work.

It is common for students to change courses at this point, with a number of ATAR students choosing to move into a Vocational pathway or choosing the UniReady path. Some Year 12 ATAR students may elect to have a private study class.

Year 12

Year 12 is a shorter year (basically three terms), and enrolment into new courses is only allowed until the end of Week 8 in Term 1.

For Year 12s, it is usually only practical to change from an ATAR to a General course in this period, as catching up another ATAR course is impractical in most cases.

The deadline for moving into private study occurs later (usually in August) as no new course is being picked up.





Beliefs and Values

Compulsory Subject

In Years 11 and 12, Beliefs and Values (B&V) is all about providing the space and stimulus for students to have meaningful conversations about topics they find relevant.

Moving away from the regular class each week as in Years 7-10, B&V sessions happen on our camps in Term 1. The focus for Year 11s is 'A Meaningful Life' while the 12s focus on 'Life as a Story'.

In Term 2, we have a conference day for all Year 11s and 12s. The theme varies from year to year and may include topics such as: 'An Introduction to Joy'; 'The Truth About Happiness'; 'The Mystery of Life'; 'Love and Romance'.

In Term 3, following either hot chocolates or a cooked breakfast, we host three extended homeroom sessions, focused on themes chosen by the student leadership team. The sessions are also facilitated by student leaders and combine all Year 11s and 12s in smaller discussion groups.

Beliefs and Values in the senior years is about creating a fun, hospitable space in which thought provoking content can spark significant conversations among students and homeroom staff.

While not everyone will agree with all that is presented or discussed, we want to model the gracious manner in which we can respectfully listen to those with whom we disagree – a key life skill in today's multicultural, pluralistic world.

Having a safe space to 'think out loud' about some of life's biggest questions with a group of peers is an essential part of developing the critical thinking skills we all hope young people acquire.

The Beliefs and Values experiences play a unique role in the overall Carey education and are frequently cited by students as being deeply meaningful.

Prerequisites: Nil

Desirable: Nil

Subject Fee: Nil

Further Information: Mrs K. Lockwood



Sport and Recreation

Compulsory Subject

During the final two years of Secondary School, Year 11 and 12 students are encouraged to engage fully with all your academic opportunities. Many studies show the important role regular physical activity has to play in students' emotional, social, mental and physical wellbeing, particularly during these busy years.

According to the Australian Institute of Health and Welfare; physical activity may improve an adolescent's psychosocial wellbeing by reducing symptoms of depression, stress and anxiety, and through improvements in self-confidence, self-esteem, energy levels, sleep quality and ability to concentrate (Okely et al., 2012).

Senior Sport and Recreation has been designed to allow students the opportunity to select and participate in a variety of activities, ranging from competitive sporting groups, outdoor recreational pursuits to service learning experiences.

Students will be able to participate in activities of their choice in **Term 1 and 3**, with options like:

- Sailing.
- Tennis.
- Golf.
- Pilates.
- Primary Sports Coaching.
- Beach Volleyball.

During Term 2, students will participate in a **Student Facilitated Sports Tournament**, where they organise the teams, officiate and coach the teams. This creates various roles for students to engage with each other.

When students come back from their exams and work placements, they will participate in a variety of Athletics events, culminating in our Inter-House Athletics carnival in Week 10.

In Term 4 we say goodbye to our Year 12 students who have finished your Secondary School journey. Year 11 students will engage in some partner and group dancing classes. This is frequently noted as a significant highlight of your year.

Some of the recreational options provided will come with a nominal fee to cover the expenses involved. Students are encouraged to consider covering this fee themselves where possible, as this increases student 'buy-in' into the program choices.

Please note that whilst every effort is made to accommodate student's first preference, this is not always achievable for a variety of reasons, so students are asked to select up to 3 preferences in Terms 1 and 3.

The Sport and Recreation program promotes holistic wellbeing for students journeying through your last two years of high school, while creating positive spaces to connect with staff and peers alike. Those students who engage in the program frequently mention how meaningful this program has been to them.

Prerequisites: Nil

Desirable: Nil

Subject Fee: Dependent upon options chosen

Further Information: Mr Z. Cottrell



Course Descriptions

All subject fees are indicative and based on fees charged in 2025.

They are subject to change and the fee schedule for 2026 will be published in November.

English

Mr P. Fallon

Head of Department





English

Course Description

The English ATAR course develops students' analytical, creative, critical thinking and communication skills in reading, writing, speaking, listening and viewing. Through study and wide reading of texts such as novels, short stories, still images, poetry and media texts, students develop the ability to analyse and evaluate their purpose, stylistic qualities and conventions. They create their own imaginative, interpretive, persuasive and analytical responses. This course is intended for students who possess strong essay writing skills, who enjoy wide reading, and who can demonstrate effective speaking skills.

Career Pathways

Administration, Business, Copywriter, Creative Writing, Editor, Education, Human Resources, Journalism, Marketing, Media, Politics, Project Manager, Public Relations, Public Service, Publishing, Travel, Tourism.

Year 11 - AEENG (List A)

Prerequisites:

- C Grade (minimum of 50%) in Year 10A English Extension; **or**
- C Grade (minimum of 60%) in Year 10 English Extension; **or**
- B Grade (minimum of 65%) in Year 10 English Mainstream

Desirable: Nil

Subject Fee: Nil

Further Information: Mr P. Fallon

Unit 1: Language, Text, Purpose and Context

This unit focuses on the similarities and differences between texts and how visual, written and spoken language combine to make meaning. Students will develop an understanding of the way language can be used to analyse texts and to work creatively.

Unit 2: Language and Structural Choices

Students look at the way ideas and attitudes are shared and will consider how texts reflect the world and human experience. By reading and creating texts, students will learn how imagination, interpretation and persuasion combine to influence the world they live in.

Year 12 - ATENG (List A)

Prerequisites: C Grade (minimum of 55%) in English ATAR Units 1 and 2

Desirable: Nil

Subject Fee: Nil

Further Information: Mr P. Fallon

Unit 3: Language, Genre and Context

Through wide reading, viewing and listening, students will develop the ability to analyse and evaluate the texts they read. They will create imaginative, persuasive, interpretive, and analytical responses in a range of written, oral and digital forms.

Unit 4: Interpretations and Perspectives

Students examine different interpretations and perspectives to further develop their knowledge and their ability to analyse texts. They will learn to challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument.



Literature

Course Description

The Literature ATAR course further develops students as independent, innovative and creative learners and thinkers who appreciate the artistic use of language. They will learn to evaluate viewpoints and challenge ideas. Students will learn to create their own texts, including essays, poems, short stories and plays. This course has both written and oral content.

Career Pathways

Administration, Arts, Editor, Education, Journalism, Law and Diplomacy, Librarian, Marketing Manager, Mass Communication, Media, Performing Arts, Politics, Public Relations, Publishing, Research Officer.

Year 11 - AELIT (List A)

Prerequisites:

- C Grade (minimum of 60%) in Year 10A English Extension; **or**
- B Grade (minimum of 70%) in Year 10 English Extension; **or**
- A Grade (minimum of 75%) in Year 10 English Mainstream

Desirable: Nil

Subject Fee: Nil

Further Information: Mr P. Fallon

Unit 1: Literary Conventions and Storytelling

Students explore how texts shape the way we see the world and enable us to enter other worlds of the imagination. They actively participate in analysis and the creation of imaginative texts in a range of forms. Students engage with literary theory and study literary texts using these frameworks.

Unit 2: Intertextuality

This unit develops students' knowledge and understanding of the ways literary texts connect with each other. The ideas, language and structure of different texts are compared and contrasted. Students create analytical responses that are logical and supported by evidence.

Year 12 - ATLIT (List A)

Prerequisites: C Grade (minimum of 60%) in Literature ATAR Units 1 and 2

Desirable: Nil

Subject Fee: Nil

Further Information: Mr P. Fallon

Unit 3: The Power of Language

Students will engage with literary theory and learn to read texts in terms of their cultural, social and historical contexts. They will engage in discussions about readings, reading practices and the possibility of multiple readings.

Unit 4: Literary Interpretation and Texts

The focus of this unit is on the dynamic nature of literary interpretation and considers the insights texts can offer. Students will learn to create texts paying attention to values and conventions. Students will learn about the way language, stories and images are used in the world around us. They will experience the intellectual pleasure that reading and creating literary texts can bring.



English

Course Description

This course provides entry into a TAFE pathway and is strongly recommended for students who have found English difficult, but who have good work habits and intend to pursue further training or directly enter the workforce. The course will focus on developing the skills and knowledge needed by students to become competent, confident users of English in every day, community, social and workplace contexts.

Career Pathways

Students develop their skills in oral and written communication which empowers them to succeed in a wide range of pathways.

Year 11 - GEENG (List A)

Prerequisites: Nil

Desirable: Nil

Subject Fee: Nil

Further Information: Mr P. Fallon

Unit 1: Comprehending and Responding

This unit focuses on students' ability to understand and respond to the ideas and information presented in texts. Students combine the skills and knowledge needed to become confident users of English in every day, community, social, further education, training and workplace contexts.

Unit 2: Interpreting Ideas and Arguments

This unit is designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language and communication skills for interactions with others. Students will evaluate and create oral, written and multimodal texts for different purposes.

Year 12 - GTENG (List A)

Prerequisites: Nil

Desirable: C Grade (minimum of 50%) in English General Units 1 and 2

Subject Fee: Nil

Further Information: Mr P. Fallon

Unit 3: Exploring Different Perspectives

This course is designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language and speaking skills. Students will comprehend, interpret, evaluate and create imaginative, and persuasive texts in a range of written, oral and digital forms.

Unit 4: Community, Local and Global Issues

Students explore ethical dilemmas through their engagement with texts, considering reasons for actions and the implications of decisions. They will develop increasingly advanced communication, research and presentation skills to express their own viewpoints.

Health and Physical Education

Mr Z. Cottrell
Head of Department



Health Studies

Course Description

The Health Studies ATAR course focuses on the study of health as a dynamic quality of human life. Students develop the knowledge, understanding and skills to understand the importance of personal and community action in promoting health.

Students study the social, environmental, socio-economic and biomedical determinants of health. They will also explore influence of beliefs, attitudes and values on health behaviour, and the importance of self-management and interpersonal skills in making healthy decisions.

Career Pathways

Biomedical Science, Community Services, Emergency Services, Exercise and Sports Science, Food and Nutrition, Health Policy and Administration, Health Promotion, Health Science.

Year 11 - AEHEA (List A)

Prerequisites:

- B Grade (minimum of 70%) in Year 10 Health Education; **and**
- C Grade (minimum of 60%) in Year 10 English Mainstream

Desirable: B Grade (minimum of 65%) in Year 10 Biology Mainstream

Subject Fee: Nil

Further Information: Mr Z. Cottrell

Unit 1: Health of Individuals and Communities

This unit explores health promotion approaches to improve health. Students examine attitudes and beliefs, and their impact on health decision-making.

Unit 2: Community Health

This unit introduces the concept of community development. Comprehensive approaches to achieving greater equity in health are studied, along with emerging ethical issues arising from contemporary health practices.

Year 12 - ATHEA (List A)

Prerequisites: C Grade (minimum of 55%) in Health Studies ATAR Units 1 and 2.

Desirable: Nil

Subject Fee: Nil

Further Information: Mr Z. Cottrell

Unit 3: Specific Population Health

Students learn about factors that create disparities and inequities around the world and ways of improving the health and wellbeing of specific groups. They examine social justice principles and epidemiological data.

Unit 4: Global Health

Students study global health inequity and international health agencies who work to improve health. They apply investigative skills to analyse health issues, develop arguments, and draw evidence-based conclusions.



Outdoor Education

Course Description

The Outdoor Education ATAR course aims to develop an understanding of students' relationships with the environment, others and themselves, and ultimately contribute towards a sustainable world. It provides students with an opportunity to develop essential life skills and physical activity skills, while developing a comprehensive understanding of the environment and a positive relationship with nature.

Time off Campus

Year 11: 8 days are spent off campus – including 2 expeditions and 1 excursion

Year 12: 7 days are spent off campus – including 2 expeditions

Students participation in expeditions is crucial to complete practical assessments. Attendance is mandatory, as missing expeditions may result in a 0% mark for essential practical components of the course.

Career Pathways

Conservation and Land Management, Environmental Planning, Eco-tourism, Facilities Management, Military Service, Natural Resource Management, Outdoor Education and Leadership, Park Ranger.

Year 11 - AEOED (List B)

Prerequisites:

- B Grade (minimum of 65%) in Year 10 Physical Education; **and**
- C Grade (minimum of 60%) in Year 10 English Mainstream

Desirable: B Grade (minimum of 65%) in Year 10 Outdoor Recreation

Subject Fee: \$550 – Camps

Further Information: Mr C. May

Unit 1: Responsibility in the Outdoors

In this unit, students undertake expeditions and participate in practical experiences. They become more aware of the natural environment and develop interpretational skills.

Unit 2: Independence in the Outdoors.

This unit increases the level of self-sufficiency, technical understanding and physical fitness. Students become more proficient in roping, navigation and emergency response

Year 12 - ATOED (List B)

Prerequisites: C Grade (minimum of 55%) in Outdoor Education ATAR Units 1 and 2

Desirable: Nil

Subject Fee: \$550 – Camps

Further Information: Mr C. May

Unit 3: Planning in the Outdoors

Students learn risk assessment, emergency response and logistical planning in the outdoors. They consider personal and group development and develop leadership strategies.

Unit 4: Leadership

Students draw from their experiences and knowledge to develop, manage, instruct and facilitate experiences in the outdoors. They practice outdoor leadership to explore values related to self, others and the environment.



Physical Education Studies

Course Description

The Physical Education Studies ATAR course focuses on the physical, mental, social and emotional growth of students. Students learn about physiological, psychological and biomechanical principles, and apply these to analyse and improve personal and group performances in physical activities and sport.

The course incorporates both practical and theoretical elements. Fitness and sport performance contributes to the final course score.

Career Pathways

Coaching, Exercise Physiology, Fitness, Human Movement, Nutrition, Occupational Therapy, Personal Training, PE Teaching, Physiotherapy, Psychology, Recreation Management, Sports Science.

Year 11 - AEPES (List B)

Prerequisites:

- B Grade (minimum of 70%) in Year 10 Physical Education; **and**
- C Grade (minimum of 60%) in Year 10 Biology Mainstream

Desirable: B Grade (minimum of 65%) in Year 10 Sport Development (Basketball, Football or Netball)

Subject Fee: \$35 - Revise Online

Further Information: Mr Z. Cottrell

Unit 1: Anatomy and Biomechanics

This unit explores the anatomical and biomechanical concepts as they apply to sport. Students also explore the body's responses to physical activity and learn stress management processes to improve their own performance and that of others.

Unit 2: Skill and Strategy in Sport

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

Year 12 - ATPES (List B)

Prerequisites: C Grade (minimum of 55%) in Physical Education Studies ATAR Units 1 and 2

Desirable: Nil

Subject Fee: \$35 - Revise Online

Further Information: Mr Z. Cottrell

Unit 3: Scientific Understandings

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

Unit 4: Competitive Performance

Students will extend their understanding of complex biomechanical, psychological and physiological concepts to evaluate their own and others' performances. Students critically evaluate training programs designed to improve performance.



Outdoor Education

Course Description

This course aims to develop an understanding of students' relationships with the environment, others and themselves, and ultimately contribute towards a sustainable world. It provides students with an opportunity to develop essential life and physical activity skills, an understanding of the environment and a positive relationship with nature. The course aims to develop skills that will enable students to pursue personal interests and careers in the outdoors.

Time off Campus

Year 11: 8 days are spent off campus – including 2 expeditions and 1 excursion

Year 12: 7 days are spent off campus – including 2 expeditions

Students participation in expeditions is crucial to complete practical assessments. Attendance is mandatory, as missing expeditions may result in a 0% mark for essential practical components of the course.

Year 11 - GEOED (List B)

Prerequisites: Nil

Desirable: Nil

Subject Fee: \$550 - Camps

Further Information: Mr C. May

Unit 1: Active Outdoors

Students engage in outdoor adventure activities, where they develop skills in roping and navigation while improving their interpersonal skills. These include self-awareness, communication and leadership.

Unit 2: Planning and Risk Assessment

Students conduct planning for expeditions, while conducting simple risk assessments, practicing time management and goal setting. Features of natural environments and components of weather are studied, along with conservation, biodiversity and environmental management planning.

Year 12 - GTOED (List B)

Prerequisites: Nil

Desirable: Nil

Subject Fee: \$550 - Camps

Further Information: Mr C. May

Unit 3: Weather, Sustainability and Survival Skills

Students participate in outdoor adventure activities where they develop survival skills. Weather patterns and forecasting are explored along with the concept of sustainability.

Unit 4: Emergency Response and Environmental Impact

Students build on their skills to ensure safe participation in outdoor adventure activities. They learn to respond to an emergency in the outdoors while focusing on resilience and conflict resolution skills. Students explore sustainability projects and responsibility for the environment.



Physical Education Studies

Course Description

The Physical Education Studies General course focuses on the physical, mental, social and emotional growth of students. Students learn how to improve performance and develop the skills for a healthy and active lifestyle.

The course incorporates both practical and theoretical elements. Fitness and sport performance contribute to the final course score.

Career Pathways

Coaching, Community Services and Programs, Facilities Management, Fitness, Health Studies, Personal Training, Sports, Leisure and Recreation, Sport Development, Youth Work.

Year 11 - GEPES (List B)

Prerequisites: C Grade (minimum of 50%) in Year 10 Physical Education

Desirable: C Grade (minimum of 50%) in Year 10 Biology Mainstream

Subject Fee: Nil

Further Information: Mr Z. Cottrell

Unit 1: Anatomy and Physiology

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

Unit 2: Team and Individual Performance

Students examine the impact of physical activity on the body's anatomical and physiological systems. They are introduced to concepts which support them to improve their performance as team members and / or individuals.

Year 12 - GTPES (List B)

Prerequisites: Nil

Desirable: C Grade (minimum of 50%) in Physical Education Studies General Units 1 and 2

Subject Fee: Nil

Further Information: Mr Z. Cottrell

Unit 3: Skills, Fitness and Movement

Students explore simple movement, biomechanical, physiological, psychological, functional anatomy and motor learning concepts. As students develop and improve their understanding of the relationship between skill, movement production and fitness will be further enhanced.

Unit 4: Training and Nutrition

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

Humanities and Social Sciences

Mr C. Austin
Head of Department





Accounting and Finance

Course Description

In our ever-changing world, a basic knowledge of business has become a life skill. We all use some level of accounting knowledge in our daily lives, paying bills, keeping records for our personal taxation and dealing with money.

The Accounting and Finance course aims to empower students to become financially literate by creating an understanding of the systems and processes through which financial practices and decisions are carried out.

Career Pathways

Accountant, Auditor, Banking, Business, Chief Financial Officer, Commerce, Financial Consultant, Funds Management, Industry, Insurance, Management, Marketing, Public Service, Stock Broker, Tax Advisor.

Year 11 - AEACF (List B)

Prerequisites: C Grade (minimum of 50%) in Year 10 English Mainstream; **and** B Grade (minimum of 65%) in Year 10 Maths Mainstream

Desirable: Nil

Subject Fee: Nil

Further Information: Mrs J. Anderson

Unit 1: Accounting in Small Businesses

Students apply their understanding of financial principles, systems and institutions to manage financial information and make decisions in a variety of small businesses. They record and process financial information with the double entry system applying the principles of the Goods and Services Tax (GST).

Unit 2: Accrual Accounting

Students apply financial systems and principles to the operations of businesses and distinguish between cash and accrual methods of accounting. They prepare and analyse financial reports for businesses and become familiar with the main aspects of electronic processing of financial data.

Year 12 - ATACF (List B)

Prerequisites: C Grade (minimum of 55%) in Accounting and Finance ATAR Units 1 and 2

Desirable: Nil

Subject Fee: Nil

Further Information: Mrs J. Anderson

Unit 3: Financial Information

This unit has a focus on the internal management for business. Students prepare and interpret budgets and performance reports to be able to forecast a businesses' future. There is also a focus on critical analysis of financial information. Short and long term planning is also explored for businesses.

Unit 4: Financial Systems and Reporting

Students will gain an understanding of how Australian reporting entities are regulated by the Corporations Act 2001. The unit addresses corporate social disclosure issues and ethical behaviour within corporations. The financing options of large entities are identified and evaluated in relation to conformity with basic principles, including profitability and stability.

Economics

Course Description

The level of community and media interest in economic matters has never been higher. Economics explores the choices all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources.

This course aims to develop students' ability to analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing. It provides a framework for examining society's issues and identifying possible solutions that assist decision-making. The emphasis of the course is on the Australian economy.

Career Pathways

Accounting, Banking, Commerce, Community Development, Data Analyst, Economist, Government, Investment Analyst, Industry, Marketing, Management, Public Service, Political Advisor, Project Officer.

Year 11 - AEEO (List A)

Prerequisites:

- C Grade (minimum of 50%) in Year 10 Humanities Extension; **or**
- B Grade (minimum of 65%) in Year 10 Humanities Mainstream

Desirable: Nil

Subject Fee: Nil

Further Information: Mr N. Turner

Unit 1: Microeconomics

Students study the interaction between consumers and producers and the ability of marketplaces to satisfy the wellbeing of society.

Unit 2: Macroeconomics

This unit involves understanding how the economy operates on a larger scale and how the Australian Government can best manage it. It explores macroeconomic issues and problems, such as economic growth, inflation and unemployment with an emphasis on the Australian economy.

Year 12 - ATECO (List A)

Prerequisites: C Grade (minimum of 55%) in Economics ATAR Units 1 and 2

Desirable: Nil

Subject Fee: Nil

Further Information: Mr A. Kilminster

Unit 3: Australia and the Global Economy

Students explore the global economy and how Australia interacts with it; and the benefits and costs this can bring to the domestic economy.

Unit 4: Economic Policies and Management

This unit builds on previous understandings of the Australian and the global economy, focusing on the decisions made by government. Students will complete the course with a deeper understanding of the economy of which they are a crucial component.

Geography

Course Description

The Geography course draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments. It provides students with the knowledge and understanding of the nature, causes and consequences of natural and ecological hazards and the challenges affecting the sustainability of places. It also explores possible solutions to real life current global issues. Students learn how to collect information from primary and secondary sources, such as field observation and data collection, mapping, monitoring, case studies and reports.

Career Pathways

Agricultural Science, Cartography, Community Development, Demography, Education, Environmental Science, Geology, Meteorology, Mining, Natural Resource Management, Surveying, Town Planning.

Time off Campus

Year 11: 2 full day excursions

Year 12: 2 full day excursions

Year 11 - AECEO (List A)

Prerequisites:

- C Grade (minimum of 50%) in Year 10 Humanities Extension; **or**
- B Grade (minimum of 65%) in Year 10 Humanities Mainstream

Desirable: Nil

Subject Fee: Nil

Further Information: Mr C. Austin

Unit 1: Natural and Ecological Hazards

Students explore the idea of hazard networks of both natural and ecological significance. They undertake studies specifically within the context of the natural hazard of cyclones and the ecological hazard of malaria.

Unit 2: Global Networks and Interconnections

This unit focuses on interconnections and the idea of our world shrinking due to increasing technology. Contextual studies in this unit are the geography of both sport and wine.

Year 12 - ATGEO (List A)

Prerequisites: C Grade (minimum of 55%) in Geography ATAR Units 1 and 2

Desirable: Nil

Subject Fee: Nil

Further Information: Mr C. Austin

Unit 3: Global Environmental Change

This unit investigates the global environment specific to land cover and the management of this with biodiversity loss, environmental change and the impacts of climate change.

Unit 4: Planning Sustainable Places

This unit looks at Perth and New York City to consider planning issues and problems in each of these cities. Consideration is given to improvements from a sustainable perspective to support future growth.



Modern History

Course Description

The study of History is about understanding the world in which we live by unpacking the past and evaluating its impact on the present. It is the story of how and why people influence change to shape their worlds. By exploring the past, a society can examine its current practices, problems and values, providing an informed basis for determining its future. Students will have the opportunity to examine and learn about the historical foundations of a range of societies and cultures including their institutions, structures, motives and ideologies.

Career Pathways

Administration, Archaeology, Commerce, Community Development, Curator, Education, Human Resources, Foreign Affairs, International Relations, Government, Journalism, Law, Public Relations, Research Officer, Solicitor.

Time off Campus

Year 11: 1 excursion

Year 11 - AEHIM (List A)

Prerequisites:

- C Grade (minimum of 50%) in Year 10 Humanities Extension; **or**
- B Grade (minimum of 65%) in Year 10 Humanities Mainstream

Desirable: Nil

Subject Fee: Nil

Further Information: Mr L. Mullane

Unit 1: Understanding the Modern World

Students investigate developments of significance in the modern era. The context is Capitalism – the American Experience from 1907-1941, through which the foundations of the modern era will be explored.

Unit 2: Movements for Change in the 20th Century

Students evaluate significant movements for change in the 20th century that led to change in society, including people's attitudes and circumstances. Students will study the growth and impact of Nazism in Germany.

Year 12 - ATHIM (List A)

Prerequisites: C Grade (minimum of 55%) in Modern History ATAR Units 1 and 2

Desirable: Nil

Subject Fee: Nil

Further Information: Mr L. Mullane

Unit 3: Modern Nations in the 20th Century

This unit examines the characteristics of modern nations in the 20th century. The context is Communist China and the course covers the crises that confronted this nation and their responses to these crises.

Unit 4: The Modern World since 1945

Students explore Australia's engagement with Asia within the 1945-2001 period. They examine how the growth of this relationship has influenced the building of our nation and its identity.



Politics and Law

Course Description

Politics and Law is a critical study of the processes of decision-making concerning society's collective future. Politics examines the structures and processes through which individuals and groups with different interests, beliefs and goals, deliberate and negotiate to make choices, respond to changing circumstances and enact laws. This course examines the systems of law governing the conduct of the people of a community, society or nation.

Career Pathways

Commerce, Education, Foreign Affairs, Government, Human Resource Management, International Relations, Journalism, Law, Police Force, Policy Officer, Politician, Public Administration, Research Officer.

Time off Campus

Year 11: 2 full day excursions

Year 11 - AEPAL (List A)

Prerequisites:

- C Grade (minimum of 50%) in Year 10 Humanities Extension; **or**
- B Grade (minimum of 65%) in Year 10 Humanities Mainstream

Desirable: Nil

Subject Fee: Nil

Further Information: Mr B. de Vries

Unit 1: Democracy and the Rule of Law

Students study the principles of a liberal democracy; the 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.

Unit 2: Representation and Justice

Students examine the principles of fair elections and the voting systems in Australia, regarding a recent election in Australia. The unit also investigates the electoral system of another country; an analysis of the W.A. civil and criminal law processes; and an analysis of a non-common law system.

Year 12 - ATPAL (List A)

Prerequisites: C Grade (minimum of 55%) in Politics and Law ATAR Units 1 and 2

Desirable: Nil

Subject Fee: Nil

Further Information: Mr B. de Vries

Unit 3: Politics and Legal Power

Students explore the political and legal system established by Australia's Constitution and the power wielded within the system. They investigate political and legal developments and issues.

Unit 4: Accountability and Rights

Students consider the effectiveness of accountability in the three branches of government in Australia. They compare how rights and democratic principles are protected or undermined in Australia with another country.



Business Management and Enterprise

Course Description

The Business Management and Enterprise General course aims to prepare all students for a future where they will need to identify possibilities and create opportunities within a business environment. This course will also give students the opportunity to understand how vital business is to individuals and society, and how it impacts on many aspects of our lives. The course aims to assist students to develop understanding of the business world in Australia and provide the students with the ability to make sound and ethical decisions based on critical thinking in line with their own and societies values. It will equip students to be able to participate in the dynamic world of business, behave responsibly and demonstrate integrity in business activities.

Career Pathways

Small Business Owner, Business Administrator, Human Resources, Events Coordinator, Entrepreneurship, Customer Service, Sales, Marketing and Hospitality.

Year 11 - GEBME (List A)

Prerequisites: Nil

Desirable: Nil

Subject Fee: Nil

Further Information: Mr A. Kilminster

Unit 1: Establishing a Business in Australia

The focus of this unit is on establishing a small business in Australia. Opportunities to explore business start-ups and the factors that contribute to business success. Entrepreneurship and innovative thinking are introduced, generating ideas and proposals that may be suitable for business ventures. These proposals are then developed into a business plan.

Unit 2: Operating a Small Business in Australia

The concepts of innovation, marketing and competitive advantage and the key factors that influence consumer decision-making are introduced.

Year 12 - GTBME (List A) (Available in 2027)

Prerequisites: Nil

Desirable: Nil

Subject Fee: Nil

Further Information: Mr A. Kilminster

Unit 3: Success in Business at a National Level

This unit explores what it takes to be successful beyond the initial start-up stage. Students investigate the features of successful marketing campaigns and report on how businesses succeed and prosper through methods, such as expansion in products, market share or diversification. The unit explores how the marketing plan contributes to the overall business plan.

Unit 4: Business Growth and the Challenges Faced by Businesses Expanding at a National Level

The unit explores issues in the business environment, including the importance of intellectual property in protecting business ideas. The unit addresses the significance of employee motivation and the development of a business plan in the overall success of expansion.



Career and Enterprise

Course Description

This course engages students in learning about developing their career in a constantly changing digital and globalised world. Careers education is about learning to take responsibility for career development. Individuals need to be proactive in managing their own career path and engage in lifelong learning.

The course aims to assist students to develop the knowledge, skills and understanding to enable them to manage their own careers. It reflects the importance of career development knowledge, understanding and skills in securing, creating and sustaining work. This course helps to integrate career pathways with a global perspective in mind.

Career Pathways

Administration, Business, Guidance Counsellor, Hospitality, Human Resources, Marketing, Public Relations, Retail, Tourism.

Year 12 Only - GTCAE (List A)

Prerequisites: Nil

Desirable: Nil

Subject Fee: Nil

Further Information: Mr B. de Vries

Unit 3: Securing and Maintaining Work

Students focus on adopting a proactive approach to securing and maintaining work, especially using work search tools, developing career competencies and accessing learning opportunities essential for career building.

Unit 4: Career Management

Students explore their personal and professional skills, looking for career opportunities that are the best fit for them. They gain practical skills through group interviews and complete a professional website portfolio of their work and personal experiences to prepare for job applications.

Certificate II in Tourism SIT20122

Course Description

This qualification is designed to develop fundamental knowledge and skills in the field of Tourism. It provides a pathway for students to work in Tourism-related industries, or access to further vocational education and training within the sectors of tourism, travel and hospitality. Students will be involved in one excursion travelling to Perth-based tour operators that are leaders in the Tourism industry in Australia.

This qualification may lead to students pursuing further studies or employment in customer service, public relations, hospitality, tourism, administration or business.

This Certificate is currently offered in partnership with Skills Strategies International. To obtain a Certificate II in Tourism, students are required to complete 11 units in one year, made up of 5 core and 6 elective units. At the time of print, the following units of competency will be studied:

	Unit Code	Units of Competency
Core	SITIND003	Source and use information on the tourism and travel industry
Core	SITXCCS001	Interact with customers
Core	SITXCOM007	Show social and cultural sensitivity
Core	SITXWHS005	Participate in safe work practices
Core	SITXCCS009	Provide customer information and assistance
Core	SIRXPDK001	Advise on products and services
Elective	SITXCCS010	Provide visitor information
Elective	SITXCOM006	Source and present information
Elective	SITXCOM008	Provide a brief or scripted commentary
Elective	BSBTWK201	Work effectively with others
Elective	BSBCMM211	Apply communication

Year 11 or Year 12

This qualification is delivered in one year.

Prerequisites: Nil

Desirable: Nil

Subject Fee: \$215

Further Information: Mr C. Austin

Certificate II in Workplace Skills BSB20120

Course Description

This qualification reflects the role of individuals who apply a broad range of competencies in a varied work context. It incorporates self-paced learning, simulated workplace activities and business operations. Students learn how to communicate in a business environment, contribute to their workplace and provide technical advice and support to a team. Students who complete this course in Year 11 may go on to complete the Certificate III in Business in Year 12.

This qualification may lead to students pursuing further studies or employment in business or administration, customer service, data entry, clerical, payroll, or word processing.

This Certificate is currently offered in partnership with IVET Institute. To obtain a Certificate II in Workplace Skills, students are required to complete 10 units in one year, made up of 5 core and 5 elective units. At the time of publication, the following units of competency will be studied:

	Unit Code	Units of Competency
Core	BSBPEF202	Plan and apply time management
Core	BSBWHS211	Contribute to the health and safety of self and others
Core	BSBCMM211	Apply communication skills
Core	BSBBOPS201	Work effectively in business environments
Core	BSBSUS211	Participate in sustainable work practices
Elective	BSBPEF201	Support personal wellbeing in the workplace
Elective	BSBTEC201	Use business software applications
Elective	BSBTEC202	Use digital technologies to communicate in a work environment
Elective	BSBTWK301	Use inclusive work practices
Elective	BSBTEC303	Create electronic presentations

Year 11 or Year 12

This qualification is delivered in one year.

Prerequisites: Nil

Desirable: Nil

Subject Fee: \$215

Further Information: Mrs J. Anderson



RTO CODE: 40548



Certificate III in Business BSB30120

Course Description

This qualification reflects the roles of individuals across in a variety of different Business Services jobs. These roles include a wide range of routine procedural, clerical, administrative or operational tasks that require technology and business skills. Students who select this qualification must have completed the Certificate II in Workplace Skills in Year 11, as its completion relies on credit transfers for Units from this Certificate II.

This Certificate is currently offered in partnership with IVET Institute. To obtain a Certificate III in Business, students are required to complete 13 units, made up of 6 core and 7 elective units. This includes credit transfers from 6 units completed in the Certificate II in Workplace Skills in Year 11. At the time of print, the following units of competency will be studied:

	Unit Code	Units of Competency
Core	BSBPEF201	Support personal wellbeing in the workplace
Core	BSBSUS211	Participate in sustainable work practices
Core	BSBTWK301	Use inclusive work practices
Core	BSBWHS311	Assist with maintaining workplace safety
Core	BSBXCM301	Engage in workplace communication
Core	BSBCRT311	Apply critical thinking skills in a work environment
Elective	BSBTEC201	Use business software applications
Elective	BSBTEC202	Use digital technologies to communicate in a work environment
Elective	BSBTEC303	Create electronic presentations
Certificate II in Workplace Skills Units		
Elective	BSBPEF301	Organise personal work priorities
Elective	BSBCMM211	Apply communication skills
Elective	BSBBOPS201	Work effectively in business environments
Elective	BSBPEF202	Plan and apply time management

Year 12 Only

This qualification is delivered in a second year for a dual Certificate.

Prerequisites: Completion of Certificate II in Workplace Skills

Desirable: Nil

Subject Fee: \$215

Further Information: Mrs J. Anderson



RTO CODE: 40548

Languages

Mrs N. Prince
Head of Department
(Acting)





Japanese: Second Language

Course Description

This course is designed to further develop students' knowledge and understanding of the culture and language of Japanese-speaking communities. Students will develop the skills needed to function in an increasingly globalised society, and a culturally and linguistically diverse local community. Relevant and engaging tasks develop literacy in the Japanese language as well as extending literacy development in English.

A bonus of 10% of the student's LOTE (ATJSL) score is added to the aggregate of the best four scaled scores to calculate the ATAR.

This course is aimed at students for whom Japanese is a second or subsequent language. Students are required to complete a WACE language eligibility application to enrol in Japanese: Second Language.

Criteria for permission to enrol in a WACE language course (Year 11 and 12)

There are three criteria against which applications for enrolment will be assessed by SCSA for enrolment in an ATAR language course:

- Education.
- Residency and / or time spent in-country.
- Use of the language for communication outside the language classroom.

PATHWAY	CRITERIA FOR PERMISSION TO ENROL IN A WACE LANGUAGE COURSE		
	Education	Residency and/or time spent in-country	Use of the language for communication outside the language classroom
Second language courses	Less than one (1) year in total of formal education (from Pre-Primary) in schools where the language is a language of instruction.	Less than two (2) years in total of residency and time spent in a country where the language is a medium of communication.	Use of the language for communication outside the language classroom with a speaker/s of the language is not permitted.



Time off Campus

Students may participate in an immersive overseas tour which provides opportunities to practice and enhance language skills while experiencing Japanese culture and lifestyle.

Year 11 - AEJSL (List A)

Prerequisites:

- B Grade (minimum of 65%) in Year 10 Japanese General; **and**
- a successful WACE language application

Desirable: B Grade (minimum of 65%) in Year 10 Japanese Specialist

Subject Fee: \$40 - Education Perfect

Further Information: Mrs K. Bonciani

Unit 1: Daily Life

Students examine the daily life of young people and how they exchange information and opinions. The topics studied are:

- My Life.
- Home Life.
- Daily Routine.

Unit 2: Welcome to My Country

Students explore this theme through three topics:

- Welcoming a Guest.
- Seasonal Activities and Celebrations.
- Healthy Lifestyle.

Year 12 - ATJSL (List A)

Prerequisites:

- C Grade (minimum of 55%) in Japanese: Second Language ATAR Units 1 and 2, **and**
- a successful WACE language application

Desirable: B Grade (minimum of 65%) in Year 11 Japanese: Second Language

Subject Fee: \$40 - Education Perfect

Further Information: Mrs K. Bonciani

Unit 3: Young Travellers

Students discuss travel experiences including preparation, highlights and problems; and examine earning, saving and spending. The topics studied are:

- Travel.
- Part-time Jobs.
- Money.

Unit 4: Reflections and Horizons

Students look at several key areas of Year 12 student life, including the school ball, getting a driver's licence, graduation and plans for the future. The topics studied are:

- Yearly Events.
- Future Plans.

Mathematics

Mrs L. Karasavas
Head of Department



Mathematics Specialist

Course Description

This ATAR course provides students with opportunities to develop rigorous mathematical arguments and proofs, and use mathematical models more extensively. It allows students to extend their knowledge of Euclidean Geometry, which is of great benefit in further mathematical study. It builds on the ideas presented in the Mathematics Methods ATAR course.

This course is suitable for students who enjoy the challenge of mathematical thinking or need a strong foundation of mathematics for future tertiary studies. A bonus of 10% of the student's Maths Specialist (ATMAS) score is added to the aggregate of the best four scaled scores to calculate the ATAR.

This course must be studied in conjunction with Mathematics Methods ATAR Units 1 and 2 and may not be taken on its own.

Career Pathways

Actuary, Air Traffic Controller, Aviation, Data Analyst, Data Science, Economist, Education, Engineering, Financial Analyst, Physical Science, Physicist, Software Engineer, Software Developer, Statistician.

Year 11 - AEMAS (List B)

Prerequisites: A Grade (minimum of 75%) in Year 10A Mathematics Extension

Desirable: Minimum of 75% in Year 10A Mathematics Extension exam

Subject Fee: \$35 - Revise Online

Further Information: Mrs L. Karasavas, Mrs H. Murua

Unit 1

- Combinatorics
- Vectors in the plane
- Geometry

Unit 2

- Trigonometry
- Matrices
- Real and complex numbers

Year 12 - ATMAS (List B)

Prerequisites: C Grade (minimum of 55%) in Mathematics Specialist ATAR Units 1 and 2

Desirable: Minimum of 60% in Mathematics Specialist ATAR Semester 2 exam

Subject Fee: \$35 - Revise Online

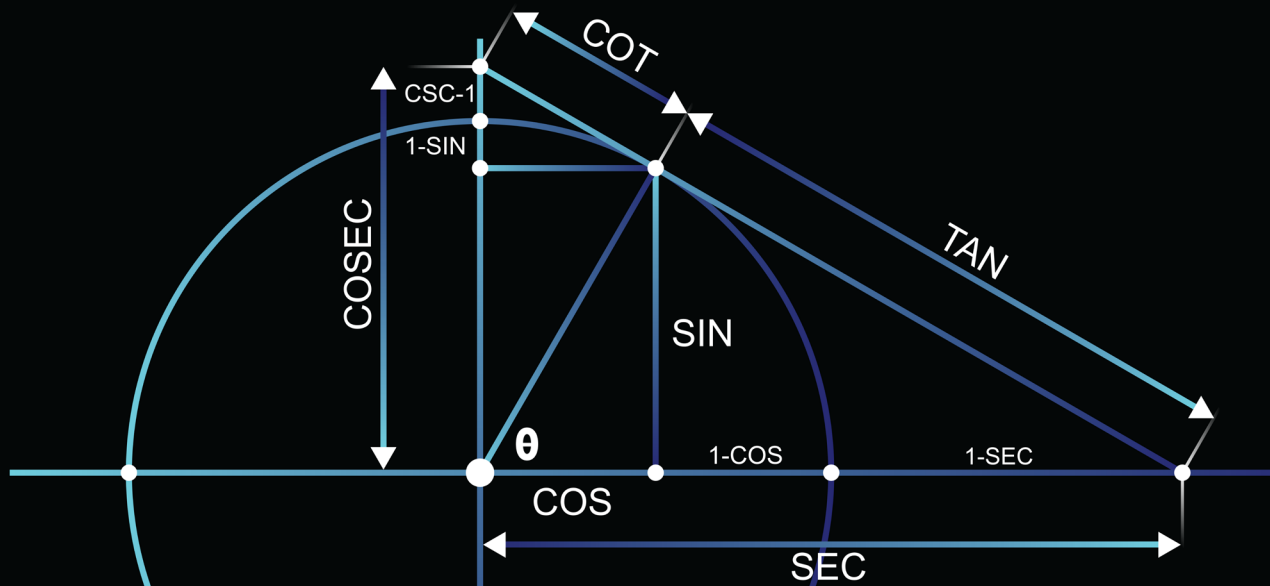
Further Information: Mr S. Wong, Mr S. Walker

Unit 3

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

Unit 4

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



Mathematics Methods

Course Description

This course is suited to students who display a strong ability in Mathematics and a passion for the subject and those who enjoy the challenge of wrestling with complex problems. The study of calculus provides a basis

for understanding rates of change in the physical world. It 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.

Mathematics Methods is a co-requisite for students wishing to study Mathematics Specialist. A bonus of 10% of the student's Maths Methods (ATMAM) score is added to the aggregate of the best four scaled scores to calculate the ATAR.

The difficulty level and abstract concepts involved requires a commitment to sustained practice. Students will require a Casio Graphic CAS Class Pad FX-CP400 calculator.

Career Pathways

Accountant, Actuary, Architect, Data Analyst, Data Science, Economist, Education, Engineering, Finance, Operations Research, Physical Science, Research Analyst, Software Developer, Statistician, Stock Broker.

Year 11 - AEMAM (List B)

Prerequisites:

- B Grade (minimum of 70%) in Year 10A Mathematics Extension; **or**
- A Grade (minimum of 80%) in Year 10 Mathematics Extension

Desirable: Minimum of 75% in Year 10 Mathematics Extension exam

Subject Fee: \$70 - Mathspace, Revise Online

Further Information: Mrs L. Karasavas

Unit 1

- Counting and probability
- Functions and graphs
- Trigonometric functions

Unit 2

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

Year 12 - ATMAM (List B)

Prerequisites: C Grade (minimum of 60%) in Mathematics Methods ATAR Unit 1 and 2

Desirable: Minimum of 65% in Mathematics Methods ATAR Semester 2 exam

Subject Fee: \$70 - Mathspace, Maths Online

Further Information: Mrs H. Murua

Unit 3

- Further differentiation and applications
- Integrals
- Discrete random variables

Unit 4

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



Mathematics Applications

Course Description

This course focuses on the use of Mathematics to solve problems in contexts that involve consumer arithmetic, geometric and trigonometric analysis and functions. Loans, investments and annuities are also studied. The course 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.

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. It is either a prerequisite or is recommended for many University courses.

Please take note that Maths Applications can now be taken with Maths Methods, and both subjects can be used to contribute to a student's ATAR score.

Students will require a Casio Graphic CAS Class Pad FX-CP400 calculator.

Career Pathways

Accountant, Administration, Architect, Biologist, Commerce, Computer Science, Economist, Education, Electrician, Environmental Science, Finance, Geologist, Government, Insurance, Nursing, Psychology, Retail Manager.

Year 11 - AEMAA (List B)

Prerequisites: B Grade (minimum of 65%) in Year 10 Mathematics Mainstream

Desirable: Minimum of 65% in Mathematics Mainstream exam

Subject Fee: \$70 - Mathspace, Revise Online

Further Information: Mr S. Walker

Unit 1

- Consumer arithmetic
- Algebra and matrices
- Shape and measurement

Unit 2

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

Year 12 - ATMAA (List B)

Prerequisites: C Grade (minimum of 55%) in Mathematics Applications ATAR Units 1 and 2

Desirable: Minimum of 60% in Mathematics Applications ATAR Semester 2 exam

Subject Fee: \$70 - Mathspace, Revise Online

Further Information: Mrs L. Karasavas, Mr S. Wong

Unit 3

- Bivariate data analysis
- Growth and decay in sequences
- Graphs and networks

Unit 4

- Time series analysis
- Loans, investments and annuities
- Networks and decision mathematics

Mathematics Essential

Course Description

The Mathematics Essential General course focuses on students using Mathematics effectively, efficiently and critically to make informed decisions. The course 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 training.

Career Pathways

Students develop their understanding of maths concepts and apply their skills and reasoning in applied maths and statistics to solve problems, empowering them to succeed in a wide range of pathways.

Year 11 - GEMAE (List B)

Prerequisites: C Grade (minimum of 50%) in Year 10 Maths Foundation

Desirable: Nil

Subject Fee: \$35 - Mathspace

Further Information: Mr J. Rai, Mrs W. Ramirez

Unit 1

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

Unit 2

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

Year 12 - GTMAE (List B)

Prerequisites: Nil

Desirable: C Grade (minimum of 50%) in Mathematics Essential General Units 1 and 2

Subject Fee: \$35 - Mathspace

Further Information: Mrs W. Ramirez

Unit 3

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

Unit 4

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

Music

Mr J. Florisson
Head of Department (Acting)





Music

Course Description

Music serves as a universal medium for expressing human experience, shaping culture and identity across societies and history. Through practical music studies, students enhance their skills in performance, composition, and analysis, fostering critical thinking, resilience, and collaborative abilities that contribute to their holistic development as musicians and empathetic lifelong learners. Assessment is weighted at 50% for the practical component and 50% for the written component. The major instrument of study (practical) can either be in a Jazz, Contemporary, Musical Theatre or Classical Music (Western Art).

Co-Curricular Requirements

Students enrolled in this course are required to receive individual music tuition and are encouraged to participate in at least one College Music Ensemble. Regular attendance at ensemble rehearsals will qualify students for an invitation to the annual College Music Camp.

Career Pathways

Arranger, Composer, Concert Manager, Musician, Music Producer, Music Teacher, Sound Engineer.

Year 11 - AEMUS (List A)

Prerequisites: C Grade (minimum of 50%) in Year 10 Music Specialist

Desirable: Nil

Subject Fee: \$260 – Family Music Levy (outlined in the Music tuition terms and conditions); a one-off fee charged per family – Music Licences, Copyright.

N.B. students are responsible for paying the costs of Exam accompanists.

Further Information: Mr J. Florisson

Unit 1: Elements

Written Component: Students explore how various music elements function and interact across different cultures and historical periods, enhancing their understanding of the fundamentals of music.

Unit 2: Narrative

Written Component: Students examine how music elements can be skilfully manipulated to tell stories and evoke emotions, aiming to deepen their understanding of music's role in expressive storytelling.

Year 12 - ATMUS (List A)

Prerequisites: C Grade (minimum of 55%) in Music ATAR Units 1 and 2

Desirable: Nil

Subject Fee: \$260 – Family Music Levy (outlined in the Music tuition terms and conditions); a one-off fee charged per family – Music Licences, Copyright.

N.B. students are responsible for paying the costs of Exam accompanists.

Further Information: Mr J. Florisson

Unit 3: Identities

Written Component: Students explore how music serves as a profound form of expression analysing its potential to convey personal, socio-political, and cultural identities.

Unit 4: Innovations

Written Component: Students delve into the motivations behind musical innovation, analysing how composers use music elements creatively to transform traditional music practices into new expressive forms.



Music

Course Description

This course is for students who want to continue their music journey in Year 12. It's suited to those who have completed the Certificate III in Music in Year 11 and want to keep developing their skills in performance, composition or production.

For the practical component, students can choose one of three options:

- Perform on voice or instrument (solo or ensemble)
- Compose original music
- Complete a production-based project such as arranging, recording or musical theatre

Students should have at least an intermediate level of playing ability (around AMEB Grade 2) and some music theory knowledge. This course helps students build practical music skills, creative confidence and a deeper appreciation of music as both a performer and listener.

Year 12 Only - GTMUS (List A)

Prerequisites: Nil

Desirable: At least an intermediate level of playing ability (around AMEB Grade 2) and some music theory knowledge.

Subject Fee: \$260 – Family Music Levy (outlined in the Music tuition terms and conditions); a one-off fee charged per family – Music Licences, Copyright.

Further Information: Mr J. Florisson

Unit 3: Western Art Music

Throughout this unit, we will develop our theory, aural and composition skills by analysing great works from Western Art Music. The goal is to strengthen our playing and build a deeper appreciation for how music expresses meaning across history.

Unit 4: Contemporary Music

In this unit, we will apply our skills to contemporary music, exploring how modern artists use sound, lyrics and technology to connect with audiences. We will continue building our practical and creative skills to express ideas in today's musical world.

Certificate III in Music CUA30920

Course Description

This qualification is designed to offer students a practical approach to music study involving performance and music creation tasks, an insight into music industry career paths and legal requirements, and the use of technology. The elective specialisation chosen for this certificate is **performance**.

Students can choose this course in Year 11 even if they did not start it in Year 10. Those who begin in Year 11 without completing the Year 10 units will need to finish the final four units during Year 12 (in private study) on the Collarts (Australian College of the Arts) online platform to receive their Certificate. To obtain this Certificate, students must complete 11 units, including 3 core and 11 elective units.

Co-Curricular Requirements

Students enrolled in this course are required to receive individual music tuition and are encouraged to participate in at least one College Music Ensemble. Regular attendance at ensemble rehearsals will qualify students for an invitation to the annual College Music Camp.

	Unit Code	Units of Competency
Core	CUACMP311	Implement copyright arrangements
Core	CUAIND313	Work effectively in the music industry
Core	CUAIND314	Plan a career in the creative Industry
Elective	CUAMPF213	Perform simple repertoire ensembles
Elective	CUAMPF314	Make a music demo
Elective	CUAMPF212	Incorporate music technology into performance
Elective	CUAMPF311	Develop technical skills for musical performance
Elective	CUAMPF312	Prepare for a musical performance
Elective	CUAMPF315	Develop and perform musical improvisation
Elective	CUAMPF412	Develop and apply stagecraft skills
Elective	CUAMPF414	Perform music as part of a group

Year 11

Prerequisites: Completion of the first year of the Certificate in Year 10. This qualification can be chosen in Year 11 provided students can demonstrate commitment (an interview with Mr Florisson is required).

Desirable: C Grade in Year 10 Music

Subject Fee: \$470 - Family Music Levy (outlined in the music tuition terms and conditions); a one-off fee charged per family – music licenses, copyright etc. and RTO fees.

Further Information: Mr J. Florisson

COLLARTS

RTO CODE: 0109

Science

Mr D. Braithwaite
Head of Department





Biology

Course Description

In a world where we can be distant from the importance and wonder of plants and animals, this course gives an insight into these amazing organisms, how they function, and their importance to us. Plants and animals are the origin for many of our medical drugs, and design in organisms contributes to engineering and building materials. Behind this is the DNA code. Students discover what makes up the code and how it works to create structure and function in organisms. They will examine questions, such as how we use DNA to fight viruses, produce salt tolerant crops, and assist in species conservation. Regular laboratory activities include microscopy, plant and animal dissections, research skills, and environmental analysis.

Time off Campus

Year 12: Students visit a state-of-the-art biotechnology research facility.

Career Pathways

Agricultural Science, Biosecurity, Biotechnology, Conservation, Eco-tourism, Environmental and Land Management, Horticulture, Marine Science, Molecular Biology, Parks and Wildlife, Veterinary Science.

Year 11 - AEBLY (List B)

Prerequisites:

- C Grade (minimum of 50%) in Year 10 Biology Extension; **or**
- B Grade (minimum of 65%) in Year 10 Biology Mainstream

Desirable: C Grade (minimum of 50%) in English Mainstream

Subject Fee: \$35 - Revise Online

Further Information: Mr P. van Dam

Unit 1: Ecosystems and Biodiversity

Topics include: food webs, biotic and abiotic environments, populations, and conservation biology.

Unit 2: From Single Cells to Multicellular Organisms

Topics include: cell structure, microscopy, photosynthesis, respiration, gas exchange, circulatory systems, and transport in plants and animals.

Year 12 - ATBLY (List B)

Prerequisites: C Grade (minimum of 55%) in Biology ATAR Units 1 and 2

Desirable: Nil

Subject Fee: \$35 - Revise Online

Further Information: Mr P. van Dam

Unit 3: Continuity of Species

Students explore the DNA code, DNA control of cell structure and function, inheritance of genes, biotechnology tools and their use in conservation. They evaluate the genetic evidence for the theory of evolution and natural selection..

Unit 4: Surviving in a Changing Environment

Students examine how the regulation of organisms internal systems respond to environmental changes. They study the types, characteristics, effects and control measures of infectious diseases.

Chemistry

Course Description

Chemistry is concerned with the nature of the substances that surround us and how they interact to bring about change. This includes addressing the global challenges of climate change and resource scarcity, and designing processes to efficiently use the Earth's finite resources.

Career Pathways

Agriculture, Biochemistry, Dentistry, Engineering, Environmental Science, Food Technology, Forensic Science, Materials Science, Medicine, Nanotechnology, Pharmacy, Sports Science, Viticulture.

Year 11 - AECHE (List B)

Prerequisites:

- B Grade (minimum of 65%) in Year 10 Chemistry Extension; **or**
- A Grade (minimum of 80%) in Year 10 Chemistry Mainstream

Desirable:

- C Grade (minimum of 50%) in Year 10 Maths Extension; **or**
- B Grade (minimum of 65%) in Year 10 Maths Mainstream

Subject Fee: \$35 - Revise Online

Further Information: Mr D. Lin

Year 12 - ATCHE (List B)

Prerequisites: C Grade (minimum of 55%) in Chemistry ATAR Units 1 and 2

Desirable: Nil

Subject Fee: \$35 - Revise Online

Further Information: Mr D. Lin

Unit 1: Chemical Fundamentals, Structure, Properties and Reactions

Students learn how models of structure and bonding enable chemists to predict properties and reactions and adapt these for particular purposes. They explore some of the recent advances in technology commonly used today in various industry processes such as mass spectrometry, nanotechnology, and biofuels.

Unit 2: Molecular Interactions and Reactions

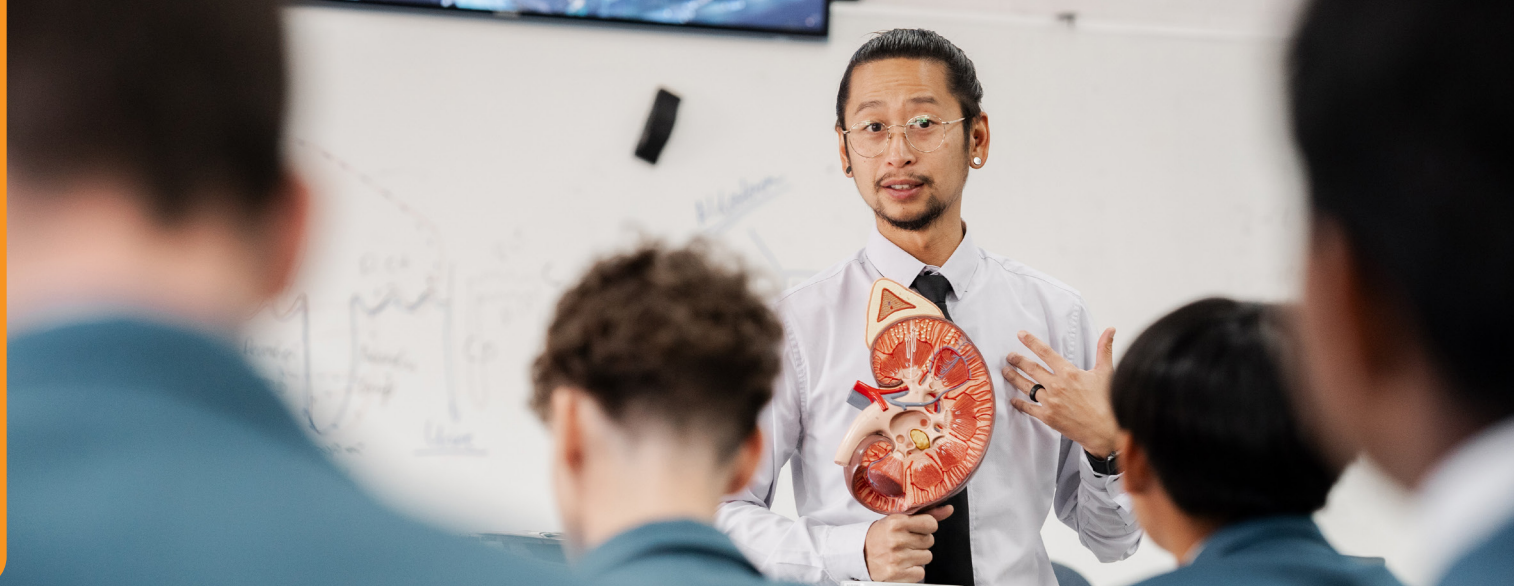
Through the investigation of appropriate contexts, students explore how evidence from multiple disciplines have contributed to develop an understanding of intermolecular forces and chemical reactions.

Unit 3: Equilibrium, Acids and Bases, and Redox Reactions

Students investigate the concept of the dynamic nature of equilibrium in chemical systems; and models of acid-base behaviour that explain their properties and uses. They explore the principles of oxidation and reduction reactions, including the generation of electricity from electrochemical cells.

Unit 4: Organic Chemistry and Chemical Synthesis

Students develop their understanding of different organic functional groups, and investigate the process of chemical synthesis to form useful substances and products.



Human Biology

Course Description

The human body is a fascinating series of systems that interconnect. Students will discover that the human body is extremely good at keeping its systems in sync with each other to keep us alive.

Through this course, students will look at the future of modern day science implemented into medical practices. They will have the opportunity to visit the Harry Perkins Institute of Medical Research and experience PCR and gel electrophoresis. As the course progresses, students investigate the evolution of the human species over time and discuss the evolutionary trends and theories of the origin of species.

Career Pathways

Childcare, Education, Food and Hospitality, Health Science, Laboratory Science, Medicine, Nursing, Nutrition, Occupational Therapy, Paramedical Science, Physiotherapy, Social Work, Sports Science.

Year 11 - AEHBY (List B)

Prerequisites:

- C Grade (minimum of 50%) in Year 10 Biology Extension; **or**
- B Grade (minimum of 65%) in Year 10 Biology Mainstream

Desirable: C Grade (minimum of 50%) in English Mainstream

Subject Fee: \$35 - Revise Online

Further Information: Mr M. Nguyen

Unit 1: The Functioning Human Body

Topics include: cell and organelle functions, the digestive system, the respiratory system, the circulatory system, immunity etc.

Unit 2: Reproduction and Inheritance

Topics that are studied include: male and female reproduction, genetic inheritance and mutations.

Year 12 - ATHBY (List B)

Prerequisites: C Grade (minimum of 55%) in Human Biology ATAR Units 1 and 2

Desirable: Nil

Subject Fee: \$35 - Revise Online

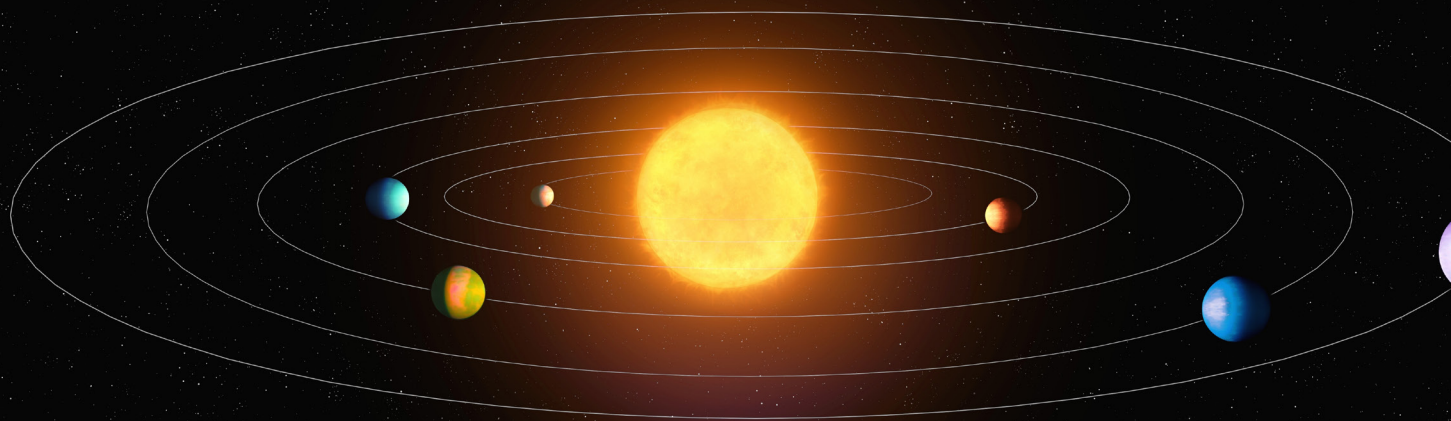
Further Information: Mr M. Nguyen

Unit 3: Homeostasis and Disease

Students learn how the body regulates all body systems to maintain an equilibrium when there is a disruption.

Unit 4: Human Variation and Evolution

Students examine what can influence change within our genetic makeup and the causes of the variations between us. They will investigate how this has led us to the belief that the human species has evolved from a common ancestor.



Physics

Course Description

Physics endeavours to explain the natural phenomena that occurs in the universe, and is concerned with the study of matter, energy and its interactions. It is a discipline which relies on experimental methods to support theories and mathematics to explain observations. Physics provides the foundation of understanding upon which modern technologies and all other sciences are based.

Career Pathways

Astrophysics, Climate Change, Engineering, Forensic Science, Radiology, Materials Analyst, Medical Imaging, Medicine, Physics, Pilot, Software Development, Renewable Energy, Science, Technology.

Year 11 – AEPHY (List B)

Prerequisites:

- B Grade (minimum of 70%) in Year 10 Physics Extension; **or**
- A Grade (minimum of 80%) in Year 10 Physics Mainstream

Desirable:

- C Grade (minimum of 50%) in Year 10 Maths Extension; **or**
- A Grade (minimum of 75%) in Year 10 Maths Mainstream

Subject Fee: \$35 - Revise Online

Further Information: Mr D. Braithwaite, Mr G. Choo

Year 12 – ATPHY (List B)

Prerequisites: C Grade (minimum of 55%) in Physics ATAR Units 1 and 2

Desirable: Nil

Subject Fee: \$35 - Revise Online

Further Information: Mr D. Braithwaite

Unit 1: Thermal, Nuclear and Electrical Physics

Students explore how heat energy is transferred and why energy is released from nuclear reactions. They also look at the effects and uses of radiation and then learn to model how energy is used in electrical circuits.

Unit 2: Linear Motion and Waves

Students investigate how energy can move objects, and how it can be transferred through waves. This includes analysing forces involved in impacts, and generating standing sound waves.

Unit 3: Gravity and Electromagnetism

Students examine electrical generation, equilibrium and planetary motion which are two key forces that operate in the universe and affect the world we live in.

Unit 4: Revolutions in Modern Physics

Students explore concepts like Quantum Mechanics and the dual nature of Light and Special Relativity. This allows them to consider some of the most exciting and mysterious parts of recent discoveries in the universe.



Psychology

Course Description

Psychology is the study of how people think, feel and act. It aims to answer important questions such as what factors influence human development. It also helps us to understand how culture shapes people's values, attitudes and beliefs. Students will explore the complexities of human behaviour based on evidence gathered through planned investigations.

Career Pathways

Counselling, Criminology, Education, Health Care, Human Resources, Law, Marketing, Management, Media, Nursing, Psychology, Occupational Therapy, Public Relations, Social Work, Speech Therapy.

Year 11 - AEPSY (List B)

Prerequisites:

- C Grade (minimum of 50%) in Year 10 Biology Extension; **or**
- B Grade (minimum of 70%) in Year 10 Biology Mainstream; **and**
- C Grade (minimum of 50%) in Year 10 Humanities Extension; **or**
- B Grade (minimum of 65%) in Year 10 Humanities Mainstream

Desirable: B Grade (minimum of 65%) in Year 10 Psychology

Subject Fee: \$35 - Revise Online

Further Information: Mrs N. Shrader

Unit 1: The Brain and Behaviour

Students explore the theories that influence human actions, thoughts and emotions, as well as the theories behind human intelligence. They will also learn how individuals and social groups communicate with others.

Unit 2: Developmental and Social Psychology

Students investigate the theories that underpin the development of human thought, emotions and behaviours as they grow older, how an individual's personality forms during that time, and human social interactions.

Year 12 - ATPSY (List B)

Prerequisites: C Grade (minimum of 55%) in Psychology ATAR Units 1 and 2

Desirable: Nil

Subject Fee: \$35 - Revise Online

Further Information: Mrs N. Shrader

Unit 3: Understanding Human Behaviour

Students examine the theories and models of how humans interact and communicate with each other, the development and influences on human memory, and the influence of biological factors on these concepts.

Unit 4: Theories of Development

Students explore the theories and models of how humans develop personality over a period of time, the influence of groups on individual behaviour, the development of the sense of community, and the impacts of significant events on individuals and communities.



Human Biology

Course Description

In this course, students learn about themselves, relating the structure of the different body systems to their function and exploring the interdependence of these systems in maintaining life.

Career Pathways

Aged Care, Childcare, Community Services, Emergency Services, Food and Hospitality, Health Education, Nursing, Paramedical Science, Social Work, Sport Science.

Year 11 - GEHBY (List B)

Prerequisites: Nil

Desirable: C Grade (minimum of 50%) in Year 10 Biology Mainstream

Subject Fee: Nil

Further Information: Mrs J. Crouch

Unit 1: Healthy Body

Students explore several of the key body systems that are required for survival. They investigate what it takes to keep those systems healthy, and what happens to our bodies when we don't.

Unit 2: Reproduction

Students investigate the biology behind pregnancy, including genetics, variation and the health risks that are associated with reproduction.

Year 12 - GTHBY (List B)

Prerequisites: Nil

Desirable: C Grade (minimum of 50%) in Year 11 Human Biology General Units 1 and 2

Subject Fee: Nil

Further Information: Mrs J. Crouch

Unit 3: Coordination of Body Systems

Students engage in activities exploring the coordination of the musculoskeletal, nervous and endocrine systems, and investigate the conditions and diseases that can affect those systems.

Unit 4: Infectious Diseases

Students explore the various causes and methods of transmission of infectious diseases, as well as the responses of the human immune system. They research new discoveries that help increase our understanding of the causes and spread of disease in a modern world.



Science in Practice

Course Description

Science in Practice is a new and exciting General course where students will study concepts in applied science. Practical experiences and investigations form an integral part of this course, and assessments are primarily based on investigations, projects and practicals. In this course, students will develop an appreciation of scientific inquiry and research methods, which will enable them to investigate scientific issues in the context of the world around them.

Career Pathways

Animal Studies and Welfare, Eco-tourism, Environmental Science, Food Technology, Forensic Science, Health, Pharmaceutical, Laboratory Technician, Recreation, Research, Resources Sector.

Year 11 - GESIP (List B)

Prerequisites: Nil

Desirable: C Grade (minimum of 50%) in Year 10 Biology Mainstream

Subject Fee: Nil

Further Information: Mr D. Braithwaite

Unit 1: Wheels in Motion

Students develop an understanding of the science of vehicles and driver behaviour to reduce risks on the road. They learn about how the human nervous system responds to information and events, and the physics behind vehicle motion and safety. This includes driver reaction time, stopping distance and analysing movie stunts.

Unit 2: Acids and Bases

In this unit, students discover the importance of acids and bases and their use in households, industry, and agriculture. They investigate the effects acids and bases can have on the environment and the important roles they play in the lives of animals and humans. These include impacts of ocean acidification, acid rain formation, and acids and bases in nature.

Year 12 - GTSIP (List B)

Prerequisites: Nil

Desirable: C Grade (minimum of 50%) in Year 11 Science in Practice General Units 1 and 2

Subject Fee: Nil

Further Information: Mr D. Braithwaite

Unit 3: Sustainability

This unit aims to develop student understanding of sustainability, environmental science, chemistry and data management. Students will investigate some of the broader aspects of sustainability by exploring a current issue of local relevance.

Unit 4: Forensic Science

Forensic Science applies the scientific method to find, gather and analyse evidence that can be used in court and law enforcement. Students will explore how biological and chemical evidence can be used to support police investigations. They will engage in a number of practical activities, including analysing trace evidence, fingerprints, DNA analysis, handwriting analysis and toxicology.

Technologies

Mrs A. Post
Head of Department





Building and Construction

Course Description

The Building and Construction General course develops knowledge and practical application of building technologies. The course covers a range of environmental issues, looking at sustainable building practices. Students develop problem-solving is a core to learning, with the construction of building samples and projects, using a variety of tools that will be used for many years to come.

The course develops skills in planning and management and requires compliance with the Occupational Safety and Health Act, which a great pre-trade skill. The course is an introduction to further studies in trades and industry, with relevance to engineering and architecture.

Year 11 - GEBCN (List B)

Prerequisites: Demonstrate physical competency for safe work practices

Desirable: Nil

Subject Fee: \$100 - Materials

Further Information: Mr C. Burns

Unit 1: Building Design

This is an introduction to building design, exploring common, natural or pre-made construction materials, and their use in construction. Students develop an understanding of structure and materials used by creating a variety of building samples. Basic plan drawing and reading is practiced with its application in building, in addition to the skills of working with construction materials, computation and levelling.

Unit 2: Materials and Skills

This unit explores properties of common, natural and pre-made construction materials, their production, and use in construction. Basic plan reading is practiced with application in building. Processes in contexts drawn from building projects are explored. Students work with a variety of materials and develop a range of practical skills, including a variety of tools that they can use after school.

Year 12 - GTBCN (List B)

Prerequisites: Demonstrate physical competency for safe work practices

Desirable: Nil

Subject Fee: \$100 - Materials

Further Information: Mr C. Burns

Unit 3: Building Blocks

This unit examines construction materials (timber, metals, concrete, grout, brickwork, blockwork insulation, mortar and paint) and their use in construction. Students practice reading drawn / drafted information as applied to building. Documentation for small projects is developed. Processes drawn from building, landscaping, earthwork, and recycling, are explored.

Unit 4: Master Builder

This unit builds upon the understanding of building materials, structures and structural components and the evaluation of combinations of various materials to sustain the strength of structural components. Further design considerations are studied, with drawing / drafting skills refined. Processes drawn from building, landscaping, and earthwork projects involving environmental issues, are explored.



Computer Science

Course Description

The Computer Science ATAR Course is an exciting opportunity for students who are curious about how computer systems work and are ready to take a deeper dive into the digital world. This course goes beyond basic tech skills—it's about analysing real-world problems, designing and developing software and databases, and understanding the networks and cybersecurity systems that keep our world connected and secure.

If you're considering a future in technology, science, engineering, or business—or simply want to build advanced digital skills—this course provides a strong foundation for further study at university or TAFE.

The Computer Science ATAR course is analytical, practical, and future-focused—equipping students with in-demand skills for our technology-driven world.

Year 11 - AECSC (List B) (2026)

Prerequisites: B Grade (minimum of 65%) in Year 10 Mathematics Mainstream

Desirable: Year 10 Computing

Subject Fee: Nil

Further Information: Mr G. Southwood

Units 1 and 2:

- Use algorithms and structured programming to solve complex problems.
- Design and build software solutions.
- Develop and manage relational databases.
- Explore the structure, components, and operation of computer networks.
- Investigate how to secure systems against cyber threats.
- Examine the legal and ethical responsibilities in software and data development.
- Apply a structured development process to plan, create, test, and evaluate digital solutions.
- Work on practical projects that connect theoretical knowledge to real-world applications.

Year 12 - ATCSC (List B) (2027)

Prerequisites: C Grade (minimum of 55%) in Year 11 Computer Science ATAR

Desirable: Nil

Subject Fee: Nil

Further Information: Mr G. Southwood

Units 3 and 4:

- Gain knowledge and skills to create software solutions.
- Consider the complex interactions between users, developers, the law, ethics and society when computer systems are used and developed.
- Learn about the design concepts and tools used to develop relational database systems
- Consider the security of network communications, exploring a range of threats and measures used to keep networks secure.
- Examine attitudes and values involved in the creation and use of computer-based systems, and their effect on society.
- Examine the ethical and legal obligations of the user and developer in the collection and storage of data.



Food Science and Technology

Course Description

In this course, students will explore and develop food-related interests and skills. Students need to be committed to completing both the practical and theoretical components of the course to a high standard.

Career Pathways

Baker, Chef, Food Technology, Food Media, Food Process and Packaging Design, Food Safety Officer, Community Programs, Hospitality, Nutrition, Pastry Cook, Product Development, Sales and Marketing.

Year 11 - GEFST (List B)

Prerequisites: Nil

Desirable: Nil

Subject Fee: \$120 - Consumables

Further Information: Mrs A. Post, Mrs A. Rushby

Unit 1: Food Choices and Health

Students investigate balanced diets, the function of nutrients in the body and apply nutrition concepts that promote healthy eating. Students devise food products, and interpret and adapt recipes to prepare healthy meals.

Unit 2: Food for Communities

This unit focuses on the supply of staple foods, the factors that influence food choices and ethical considerations. Students explore food sources and the role of macronutrients for health, and nutrition-related health conditions. They consider how food and beverage labelling and packaging requirements protect consumers. Students adapt recipes and apply the technology process to investigate and produce food products to achieve specific dietary requirements.

Year 12 - GTFST (List B)

Prerequisites: Nil

Desirable: Nil

Subject Fee: \$120 - Consumables

Further Information: Mrs A. Post, Mrs A. Rushby

Unit 3: Food Science

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

Unit 4: The Undercover Story

This unit focuses on food spoilage and contamination, and explores reasons for preserving food. Students investigate food processing techniques and the principles of food preservation. They examine the regulations which determine the way food is packaged, labelled and stored to guide the production and provision of safe food. Students investigate the food supply chain and value-adding techniques applied to food to meet consumer and producer requirements.

Certificate III in Aviation (Remote Pilot) AVI30419

Course Description

This is a professional (not recreational) qualification providing students with training to legally operate a remotely piloted aircraft. Drone piloting has become an in-demand skill which is used in many fields. Students will gain skills for roles such as a Commercial Licensed Drone Pilot, which is integral to performing operations requiring an 'eye in the sky'. Drones can facilitate delivery of medical and food supplies, and assist in emergency situations. The agricultural, mining, oil and gas industries use drones for surveying and wildlife conservation, and they are used in aerial photography.

Students will have the opportunity to gain the following additional Qualifications and WACE points:

- Remote Pilot's Licence (RePL) – subject to students meeting the assessment requirements.
- Aeronautical Radio Operations Certificate (AROC) – **N.B. minimum age 17 years.**
- English Language Proficiency Assessment (ELP) CASA requirement.
- Six unit equivalent points towards the WACE (Completed Qualification only).

Global Drone Solutions offer this certificate in partnership with South Metropolitan TAFE (RTO: 52787). To obtain a Certificate III in Aviation, students are required to complete 14 units, made up of 9 core and 5 elective units. At the time of print, the following units of competency will be studied:

	Unit Code	Units of Competency
Core	AVIF0021	Manage human factors in remote pilot aircraft systems operations
Core	AVIH0006	Navigate remote pilot aircraft systems
Core	AVIW0006	Perform operational inspections on remote operated systems
Core	AVIW0028	Operate and manage remote pilot aircraft systems
Core	AVIY0023	Launch, control and recover a remotely piloted aircraft
Core	AVIY0031	Apply the principles of air law to remote pilot aircraft systems operations
Core	AVIY0052	Control remote pilot aircraft systems on the ground
Core	AVIY0053	Manage remote pilot aircraft systems energy source requirements
Core	AVIZ0005	Apply situational awareness in remote pilot aircraft systems operations
Elective	AVIE0003	Operate aeronautical radio
Elective	AVIF0023	Apply aircraft safety procedures
Elective	AVIY0027	Operate multi-rotor remote pilot aircraft systems
Elective	AVIH0007	Operate remote pilot aircraft systems under night visual line of sight
Elective	AVIH0008	Operate remote pilot aircraft systems in extended visual line of sight

Year 11 Only

This course may involve some out-of-school-hours time.

Prerequisites: Nil

Desirable: C Grade in Year 10 Aviation

Subject Fee: \$1500 – Global Drone Solutions Fee

Further Information: Mr M. Pollock





Certificate II in Community Services CHC22015

Course Description

This qualification provides students with the knowledge and skills related to participating in community organisations that assist community groups to identify their needs and develop appropriate services and facilities. Instruction will focus on the community services sector and ethical behaviour. This qualification has been contextualised for work in Early Childhood Education where students have the unique opportunity for close collaboration with Jump Carey Early Development. They will have the opportunity to gain direct, relevant experience in the work skills required in the services of this community sector.

This Certificate is currently offered in partnership with IVET. To obtain a Certificate II in Community Services, students are required to complete 9 units in Year 11 and 12, made up of 5 core and 4 elective units. At the time of print, the following units of competency will be studied:

	Unit Code	Units of Competency
Core	BSBPEF202	Plan and apply time management
Core	CDCDIV001	Work with diverse people
Core	HLTWHS001	Participate in workplace health and safety
Core	CHCCOM005	Communicate and work in health or community services
Core	CHCCOM001	Provide first point of contact
Elective	FSKOCM007	Interact effectively with others at work
Elective	HLTAID011	Provide first aid
Elective	FSKLRG009	Use strategies to respond to routine workplace problems
Elective	BSBPEF201	Support personal wellbeing in the workplace

Year 11 and 12

This qualification is delivered over two years.

Prerequisites: Nil

Desirable: Nil

Subject Fee: \$215

Further Information: Mrs P. Shaw, Mrs A. Post



RTO CODE: 40548

Certificate II in Engineering Pathways

MEM20422

Course Description

This qualification covers the skills and knowledge required of workers employed as engineering / manufacturing employees working under supervision. Students will be trained in the safe and correct use of a range of equipment and machinery such as: hand tools, power tools, welders, lathes and heavy plant equipment. Possible projects include, but are not limited to: sheet metal toolbox, a fire pit, or a pot belly oven and a trailer program. This involves the building of a selection of trailer types for the Carey community.

This Certificate is currently offered in partnership with AIET. To obtain a Certificate II in Engineering Pathways, students are required to complete 12 units in Year 11 and 12, made up of 4 core and 8 elective units. At the time of print, the following units of competency will be studied:

	Unit Code	Units of Competency
Core	MEM13015	Work safely and effectively in manufacturing and engineering
Core	MEMPE005	Develop a career plan for the engineering and manufacturing industry
Core	MEMPE006	Undertake a basic engineering project
Core	MSMENV272	Participate in environmentally sustainable work practices
Elective	MEM16006	Organise and communicate information
Elective	MEM18001	Use hand tools
Elective	MEM18002	Use power tools / hand held operations
Elective	MEM11011	Undertake manual handling
Elective	MEMPE002	Use electric welding machines
Elective	MEMPE003	Use oxy-acetylene and soldering equipment
Elective	MEMPE004	Use fabrication equipment
Elective	MSMSUP106	Work in a team

Year 11 and 12

This qualification is delivered over two years.

Prerequisites: Demonstrate physical competency for safe work practices.

Desirable: Year 9/10 Metalwork / Engineering

Subject Fee: \$215

Further Information: Mr J. Wilmot



RTO CODE: 121314

Visual and Performing Arts

Mrs S. Cuellar
Head of Department



Design (Photography)

Course Description

In Design, students learn to effectively communicate ideas or a message as they strategically plan, develop and produce visual products which inform, express, educate, entertain, influence or persuade. Students learn the fundamentals of design and technical and practical skills in our industry-standard Mac Lab, using Adobe CC apps, iPad Pros, Apple pencils and DSLR cameras. They will engage in real-world project briefs and interact with designers through incursions and workshops to extend their creative opportunities. Students with a background or interest in design, digital illustration, visual / graphic art, photography, or media will be well suited to this course.

Students develop 'Design thinking', critical, creative and problem-solving skills as they produce each design solution, which provides a competitive edge for various industries and employment markets. To complete assessments (project work) in this course, students will require access to a device (Apple device or a desktop/laptop at home) that can run the Adobe Cloud suite of Apps. Chromebooks do not have this facility. As part of the assessment in this course, students will develop a body of work they can use to apply for portfolio entry at University or further study at TAFE.

Career Pathways

Architecture, Artist, Business, Game Design, Graphic Design, Engineering, Film Maker, Illustration, Interior Design, Management, Marketing, Media, Photography, Product Design, Visual Communication, Web Design.

Year 11 – GEDES (List A)

Prerequisites: C Grade (minimum of 50%) in Year 10 English

Desirable: C Grade (minimum of 50%) in Year 10 Art and Design or Year 10 Media Arts

Subject Fee: \$100 – Resource Fee

Further Information: Ms L. Marais

Unit 1: Design Fundamentals

Students apply elements and principles of design to develop design solutions (like postcards, posters or a collection of digital 'assets' like simple illustrations, gifs, photographs) for a client looking to enhance their existing branding.

Unit 2: Personal Design

Students explore their personality, values and beliefs in a project which communicates something of themselves in a t-shirt / hoodie design, a book cover design or a magazine advert for a product.

Year 12 – GTDES (List A)

Prerequisites: Nil

Desirable: C Grade (minimum of 50%) in Year 11 Design (Graphics)

Subject Fee: \$100 - Resource Fee

Further Information: Ms L. Marais

Unit 3: Product Design

Students use the design process to create products / services, visuals or layouts like fabric design, album art or corporate identity (logo, business card, website / social media).

Unit 4: Cultural Design

Students create designs that link to a culture or subculture. They explore ethical issues as they create in areas like wayfinding or design installations, music festival promotional material, sustainable or non-profit organisation design concepts.



Drama

Course Description

Drama is a vibrant and varied art form found in play, storytelling, street theatre, festivals, film, television, interactive games, performance art and theatres. Students learn crucial skills in communication and personal presentation. They achieve outcomes through the key activities of creation, performance and reflection. They explore and communicate ideas and learn particular processes and skills to enable them to work with drama forms, styles, conventions and technologies.

Students work independently and collaboratively, learning time management, demonstrating their leadership and interpersonal skills, and extending their communication and problem-solving abilities. In addition, students will also develop production and design skills including costume design, set design and stage management.

Career Pathways

Actor, Arts Management, Broadcaster, Community Arts, Design and Production, Director, Film, Media, Performing Arts, Set Design, Stage Management, Script Writer, Sound and Lighting, Television and Radio.

Year 11 – GEDRA (List A)

Prerequisites: Nil

Desirable: C Grade (minimum of 50%) in Year 10

Drama **or** Year 10 English

Subject Fee: \$100 – Resource Fee

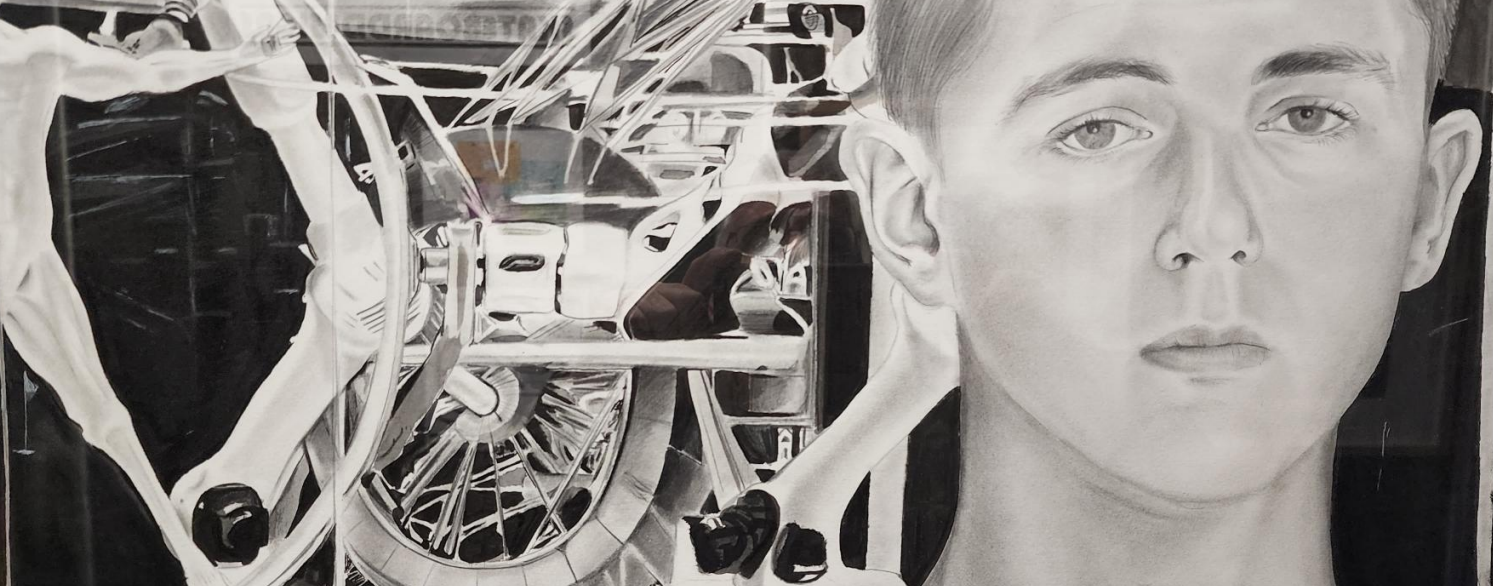
Further Information: Mr T. Bowles

Unit 1: Dramatic Storytelling

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

Unit 2: Drama Performance Events

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



Visual Arts

Course Description

This course is more practically based than theoretical. It is recommended for students who are passionate about Art and have a sound knowledge of Art skills and processes, and visual language.

Studio Production 1A / 2A focuses on the development of Visual Inquiry research and exploration. Studio Production 1B / 2B is the culmination of ideas and explorations reflected in a final artwork that considers the aspect of presentation to an audience, usually within an exhibition. Students refine their art skills in areas such as painting, printmaking, textiles and fashion artwork applications, ceramics, sculpture, and drawing. This could also include digital drawing, if students are familiar with Procreate or Adobe. Students also interpret and respond to artists and artworks, within their own art making experiences.

Year 12 General Art students are privileged to enter various Art competitions and prestigious exhibitions, and have won a number of awards. Art competitions, submissions and excursions are part of what a typical Visual Art student experiences. Students can also apply for the Masterclass Visual Art program, where they can produce a portfolio which can fast track the process of entrance into University or TAFE.

Career Pathways

Animation, Architecture, Art Education, Artist, Craft Industries, Fashion Design, Gallery Installations, Graphic Design, Illustration, Interior Design, Make-up Artist, Marketing, Museum Curator, Photography, Textiles.

Year 11 - GEVAR (List A)

Prerequisites: C Grade (minimum of 50%) in Year 10 Art and Design **or** Year 10 Graphic Art; **or** a Visual Art portfolio and / or an interview with Mr Leeming.

Desirable: A passion for art

Subject Fee: \$150 - Resource Fee

Further Information: Mr P. Leeming

Unit 1: Experiences

Students base their art making and interpretation on their personal experience and observations of the environment, events and / or special occasions.

Unit 2: Exploration

Students explore ways to generate and develop ideas using a variety of stimulus materials from their local environment.

Year 12 - GTVAR (List A)

Prerequisites: Nil

Desirable: C Grade (minimum of 50%) in Year 11 Visual Art General; **or** an interview with Mr Leeming

Subject Fee: \$150 - Resource Fee

Further Information: Mr P. Leeming

Unit 3: Inspirations

Students learn that artists gain inspiration and ideas from diverse sources, including what is experienced, believed in, valued, or imagined.

Unit 4: Investigations

Students explore and develop ideas for art making and interpretation through the investigation of different artists, art forms, processes and technologies.

Certificate III in Dance CUA30120

Course Description

This qualification reflects the role of individuals working as an entry level dancer in the live performance industry, developing existing dance skills and / or preparing them for full time study. Students are expected to demonstrate application of skills and knowledge expected for dance and live performance contexts. The Certificate III in Dance can be used as a pathway into further study options such as a Certificate IV or Diploma qualification in Dance and/or Dance Teaching and Management.

Various opportunities will arise for students to attend professional performances and dance industry workshops around the metropolitan area (approximately 2-3 full days). This Certificate is currently offered in partnership with COSAMP. To obtain the Certificate, students must complete 13 units, made up of 5 core and 8 elective units.

Co-Curricular Requirements

To fulfil course requirements, students will prepare and engage in performances, festivals, workshops and events, including Youth on Health Festival, College Productions, Annual Carey Dance Concert etc.

	Unit Code	Units of Competency
Core	CUACHR311	Develop basic dance composition skills
Core	CUADAN331	Integrate rhythm in to movement activities
Core	CUAIND311	Work effectively in the creative arts industry
Core	CUAPRF317	Develop performance techniques
Core	CUAWHS311	Condition body for dance performance
Elective	CUADAN314	Develop dance improvisation skills
Elective	CUADAN315	Increase depth of jazz dance techniques
Elective	CUADAN318	Increase depth of contemporary dance techniques
Elective	CUAPRF314	Develop audition techniques
Elective	CUARES301	Apply knowledge of history and theory to own arts practice
Elective	BSBTWK201	Work effectively with others
Elective	BSBWHS211	Develop a basic level of physical fitness for dance performance
Elective	CUAIND314	Plan a career in the creative arts industry

Year 11 and 12

This qualification is delivered over two years in Year 11 and 12.

Prerequisites: It is expected that students display a minimum of an intermediate standard of dance.

Desirable: C Grade (minimum of 60%) in Year 10 Dance

Subject Fee: \$430 – RTO enrolment fee, first aid qualification, costumes and resources (plus Dance Uniform, if not purchased in Year 10)

Further Information: Mrs S. Cuellar, Ms S. Rowney



RTO CODE: 41549

Endorsed Courses

Mrs A. Rushby
Careers Coordinator





Authority Developed Workplace Learning (WPL)

Course Description

This is an Endorsed Course which provides an opportunity for students to demonstrate and develop increasing competence in the Core Skills for Work (CSfW). Students learn to apply and adapt the workplace skills necessary to then understand and perform different types of work that play a key role in lifelong learning. Developing competence in workplace skills assists an individual to gain employment and progress within the organisation or industry area. The WPL program is based on the skills, knowledge and understandings that underpin successful participation at work and are invaluable for students transitioning into the workplace.

All Vocational pathway students at Carey undertake WPL. Block WPL placements run during the ATAR exam blocks in Semesters 1 and 2. **Students who do not complete the minimum requirement of 110 hours in Year 11 are required to complete their hours in Year 12.** Once 110 hours has been completed, additional hours in another placement is recommended, but is optional. **Students changing from an ATAR to a General/Vocational pathway in Year 12 are also required to undertake WPL.**

Unit Equivalents

Unit equivalents are allocated on the basis of 1 unit equivalent for each 55 hours completed in the workplace, to a maximum of 4 units.

- 55 – 109 hours = 1 unit equivalent;
- 110 – 164 hours = 2 unit equivalents.

Completion Requirements

For each 55 hours completed in the workplace, a student must complete the:

- Workplace Learning Logbook
- Workplace Learning Skills Journal

Year 11 and 12

This qualification can be completed in one year, but Year 11 General / VET students are encouraged to add to their WPL hours during the Year 12 Semester 1 Exam block.

Prerequisites: Nil

Desirable: Nil

Subject Fee: \$400 per 55 hour placement (N.B. there are two placements per year in Year 11)

Further Information: Mrs B. Parker

****Students should actively seek their own work placement and request support from the college when they are unable to do so.***



Drama Masterclass

Course Description

Theatrical and Drama training helps students to develop a broad range of skills that will serve them throughout life.

The Drama skills gained by preparing for performances develops students' abilities to: read easily, fluently and with good understanding; expand vocabulary to improve powers of self-expression; improve confidence in speaking and listening; memorise and recall information; research and create persuasive formal presentations; and work on their own and as a member of a team.

Course Structure

Students participate in weekly lessons that are timetabled as an after-school extra-curricular class. It is chosen in addition to the 6 timetabled subjects required on the Year 11 grid line.

Sessions are highly engaging and involve practical theatre skills development and supervised rehearsals. Students will also be given opportunities to participate in local drama festivals, competitions and school-based showcases of their work.

Completion Requirements and Recognition

Unit equivalents are allocated on the basis of 55 hours of coursework = 1 unit equivalent, which contributes to the WACE. Students must also complete the Endorsed program booklet.

Year 11 and 12

Prerequisites: Nil

Desirable: Participation in lower-school Drama, or involvement in College / Community Theatre Productions

Subject Fee: Nil

Further Information: Mr T. Bowles



Jewels Cheerleading and Pom

Course Description

The Carey Jewels program is an inclusive program that aims to accommodate all students. Any student can participate in the program and no experience is required. The program runs predominantly before school hours.

The aim of the Carey Jewels program is to not only teach students cheerleading and pom skills, but to give students a safe and inclusive community to participate and learn in. It is a program where students grow in self-confidence, learn the importance of being positive role models in our community, learn about serving others through the coaching program and have the opportunity to perform at events such as competitions.

The Jewels Program is recommended for Year 11 and 12 students for the following reasons:

- It's an approved Endorsed Program.
- Service and participation in the program adds points towards College Colours.
- There are coaching opportunities and ability to participate in the program as a Carey Alumni.
- It is run before school, allowing after school for additional activities or work.
- It gives students something active, rewarding and fun to look forward to giving students a mental break and incorporating some physical activity in the weekly schedule.

Course Details

Duration: Terms 1 to 3 is compulsory, Term 4 is optional

Times: Please see the timetable in the Carey Jewels Information Book

Registration Fees:

\$450 for 1 team
\$500 for 2 teams
\$550 for 3 teams

Other Costs:

Uniform: \$150 to \$200
Competition bow or headpiece: \$35 (each)
Shoes: Jazz shoes for Pom and Cheer shoes for Cheer (these vary in price, depending on condition and brand)
Stockings for Pom: \$20
Hair and makeup supplies: costs vary
Glitter Pack: TBC

How to Enrol: The registration information and commitment required is covered in the Information Book.

Further Information: Ms S. Rowney

Life and Faith

Course Description

Life and Faith is an extension of Year 7-10 Beliefs and Values. This is for students who desire to grow deeper in their faith, or those who would like to investigate the big questions of life, God, Christianity, or the Bible. Life and Faith will be held in one of the two weekly Prep. and Assessment sessions.

In the Year 11 course, students will participate in The Core Project, with an option to complete it as an endorsed program. Students who choose to do the extra readings and successfully complete the optional assessments can receive a point towards their WACE.

Year 11

Unit 1: The Biggest Story

The biggest story is an overview of the Bible and how God's plan to rescue humanity unfolds. The lessons have a chronological view and explore biblical themes as the 'big story' progresses.

Unit 2: This I believe

What do Christians actually believe? Is it all about rules and regulations? There is some variation in teaching between churches but what beliefs do all Christians agree on? Unit 2 explores the 'terms and conditions' of the Christian faith by studying the Apostles' Creed.

Unit 3: This changes everything

We will look at some different people's lives, in particular, Corrie Ten Boom and Richard Wurmbrand, and some of Jesus' early followers, to see how Jesus changes everything.

Unit 4: Go!

This unit explores some of the lives and ministries which have been spurred on by Jesus' command to "Go".

Prerequisites: Nil

Desirable: Nil

Subject Fees: Nil

Further Information: Mrs K. Lockwood

Year 12

Unit 1: Good News

This unit examines one or more of the gospels in depth asking the questions of who and why it was written, and what it reveals about Jesus.

Unit 2: Tough Questions

We delve into the complex questions of ethics and morality, looking at different faith responses to controversial topics.

Unit 3: Church History, Change and Continuity

This topic covers broad brushstrokes of Church History, making sense of denominations, sacraments, and divisions, as well as looking at the core aspects that have remained central over time.

Unit 4: Faith in Action

Students will be supported to find or continue a service, mission or ministry opportunity, and reflect on their learnings and development as part of this project based learning unit.

Prerequisites: Nil

Desirable: Nil

Subject Fees: Nil

Further Information: Mrs K. Lockwood



UniReady in Schools

Course Description

Carey Baptist College Harrisdale partners with Curtin University to provide the UniReady program. This program has Endorsed Course status with SCSA, which means that it can contribute two C grades to a student's WACE.

Successful completion of the 4 units of study gives students a nominal ATAR of 70.

UniReady is a rigorous course designed to prepare students for success at tertiary level with a focus on the critical thinking process, research skills and university writing. It is delivered as a subject within the timetable with a mentor teacher providing one-on-one support and direct instruction when needed. This is an excellent pathway to achieving success at University.

UniReady is accepted for entry into a number of courses at Curtin, Murdoch, ECU, Notre Dame and UWA. Some University courses require students to continue with one or more ATAR courses to gain direct entry. For example, Bachelor of Environmental Science (Curtin) also requires Maths Applications. Students are advised to contact Universities to discuss entry into specific courses.

To be eligible to attain the ATAR of 70, students must pass all four units, three of which have exams. These exams will be held during the standard Carey exam weeks. Students are then eligible to apply through TISC to receive an offer to University for courses that require an ATAR of 7.

Core Units

- Fundamentals of Academic Writing (PCURAW)
- Foundations of Communications (PCURCM)

Optional Units (selected by the school)

- Introduction to Commerce (PCURCO)
- Introduction to Health Science (PCURH)

How are UniReady units different from ATAR courses?

ATAR courses focus on the academic knowledge required for each specific field of study. UniReady focuses on developing the transferable study and communication skills that students need for University study, including University-style reading, writing and communication.

Year 12 Only

This endorsed qualification is delivered in one year.

The program will be available to students moving from a Year 11 ATAR to a Year 12 Vocational pathway.

Prerequisites:

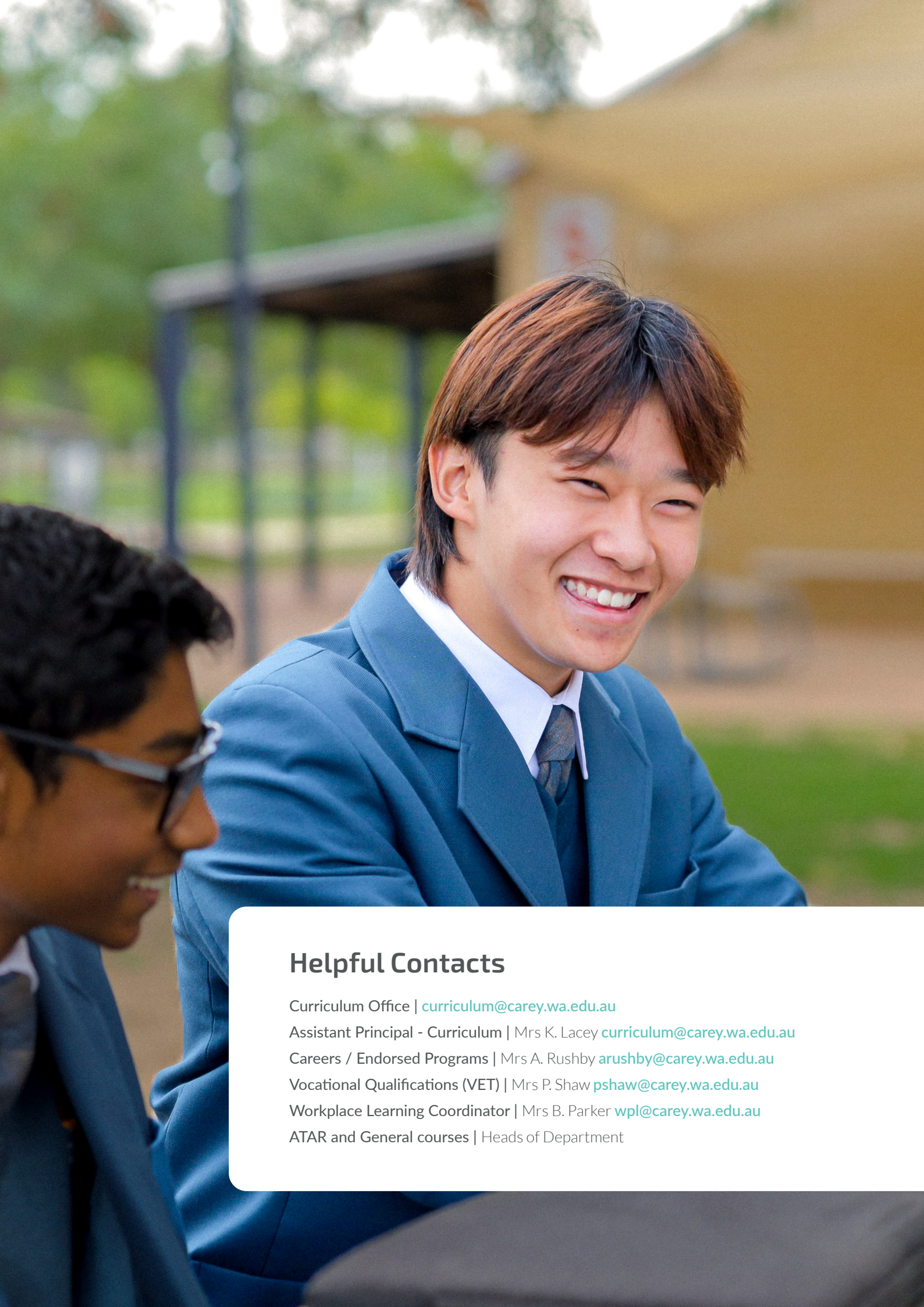
- Enrolment in at least 1 ATAR course
- Certificate qualification
- Students' will need to complete an application and attend an interview to be considered for this program

Desirable: Nil

Subject Fee: \$550

Further Information: Mrs K. Lacey, Mr M. Nguyen





Helpful Contacts

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