



Senior Secondary Course Selection Booklet for 2024/25

2023



WACE Information

Subject Outlines

VET & Careers

Course Selection



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WELCOME TO SENIOR SECONDARY STUDY

You are about to begin an exciting new stage in your education. Schooling after Year 10 provides greater choice for students and their families to enhance life opportunities for the future. This theme of choice is an important one. You are now young adults and need to be thinking carefully about your course and career pathways. You are now able to select your courses for Year 11 based on personal goals, strengths and interests.

This document provides information on the Senior Secondary Curriculum. It should be read in conjunction with the Year 10 Handbook produced by the School Curriculum and Standards Authority (SCSA). Both documents provide detail about the courses available in Year 11, the various pathways that are on offer, and the requirements for a Western Australian Certificate of Education (WACE).

ACADEMIC COURSES

There are a number of different courses on offer at BCGS:

- An **ATAR** course is designed for students aiming for University entry.
- A **GENERAL** course is designed for students who are typically aiming to enter further vocationally based training or the workplace directly from school.
- A **VET** course (Certificate II, III or IV) enables students to gain qualifications for all types of employment and specific skills to help them in the workplace or in further training. Certificate courses are either delivered at School or externally by qualified providers.

ATAR courses are more academic in nature and challenging and are suitable for students who want to use their courses to gain entry to University. A student may study a mix of General and ATAR courses, but at least four ATAR courses, studied in Year 12, are required for University entry.

General and **VET courses** are for students who are generally considering a more vocational pathway. Within the suite of these courses there are four categories: Standard, Foundation, Preliminary and VET Industry Specific courses. The School will mainly offer 'Standard' General and VET Industry Specific courses.

A change in recent years has seen most universities increasing the number of alternative entry pathways with many not requiring an ATAR ranking. Universities are communicating that the best preparation for a university degree is an ATAR pathway but there are a number of alternatives available if required. More information can be located on the individual university websites.

Course selection

In Year 11, students will select **six (6) courses** from those on offer at the School. The most common combination of courses are:

- 6 ATAR courses
- 5 ATAR courses and 1 General course
- 5 General courses and a VET Qualification (at School)
- 4 General courses and a VET Qualification (off campus)
- 4 General courses and one day off campus (WPL)
- Other combinations are possible, to be discussed at the Pathway Planning Meetings

In general, it would be expected that a student studying an ATAR course in Year 11 would progress to the equivalent ATAR course in Year 12. Likewise, a General course in Year 11 would progress to an equivalent General Year 12 course. Some students may select a number of ATAR courses in Year 11 but change to General courses in Year 12, based on their achievements in Year 11. It would be very difficult to move from a General course in Year 11 to the corresponding ATAR course in Year 12.

Each course is made up of four semester long units of work. Unit 1 and Unit 2 are studied in Year 11 and Unit 3 and Unit 4 are studied in Year 12. As the level of complexity increases from Year 11 to Year 12, a student cannot complete Year 12 units in a course and then enrol in Year 11 units in the same course.



Changing courses

Is it possible to change courses early in Year 11 (approximately: Week 5, Term 1) and at the end of Semester 1. In Year 12 courses are assessed as year-long and once started there can be no movement between units.

Students are also required to complete year-long courses in Year 12. Therefore, the selection of these courses must be completed carefully and students embarking on Year 12 courses should have a reasonable expectation of succeeding in the course. The School reserves the right to insist that a student must have gained a C grade in any Year 11 course to be eligible to progress into the subsequent Year 12 course in 2025.

All Year 12 ATAR courses (Units 3 and 4) have **externally set examinations which are compulsory**. A student **must sit** the external examination for all ATAR courses in which they are enrolled. At least four external examinations must be used in Year 12 in order to get an Australian Tertiary Admission Rank (an ATAR is required for university entry). Therefore, to get an ATAR Year 12 students need to be doing at least four ATAR courses.

Year 12

In Year 12, students may reduce their load to five ATAR courses. Students studying on a Vocational pathway generally retain six courses or equivalent courses. Usually, each student's academic program is highly personalised.

In Year 11, students study Year 11 General or Year 11 ATAR courses. In Year 12 students study the corresponding Year 12 General or Year 12 ATAR courses. Students in Year 12 are not allowed to study Year 11 courses. This means there can be no repeated units.

Year 12 General courses do not have externally set examinations. However, students are required to complete an Externally Set Task (EST), which is common to all students enrolled in a particular General course, with a weighting of 15% for each course.

Although a large majority of our Year 12 students aim for university entry, each year we have a significant number of Year 12 students who apply for entry to a TAFE. As current Year 10 students contemplate their subject choices for next year, they should remember that good General course results in Year 12 are likely to give better career prospects, via a vocational path, than poor ATAR course results in Year 12. If a Year 11 student is likely to struggle with ATAR units of courses, then that student is best advised to select the equivalent General course, even though this is not likely to lead to university entrance straight after Year 12. After completion of a Certificate IV or a Diploma at a TAFE or other provider, it is possible, if so desired, to apply for a place at university using these alternative qualifications. The School has many examples of outstanding achievements from students who selected a vocational pathway.

I encourage current Year 10 students, and their parents, to think carefully about course selection, bearing in mind the comments here and the ability, interests and career goals of the student concerned. Requirements for achieving a WACE and post school entrance requirements must also be considered. A balance must be struck between keeping career options open and the realistic selection of courses. Whatever courses are chosen, consistent, hard work throughout the year is required for success!

In each Learning Faculty section in this booklet, we have outlined the recommended levels of achievement at Year 10 to bear in mind when selecting Year 11 courses. Parents should feel free to consult with teachers if they have any doubts about the suitability of their child taking up a particular course. This will also be discussed at the individual Pathway Planning meetings in Term 2.

The timetable grid for 2024 will be constructed based on the interests of students. Where student numbers for a particular course are low, the School may explore the option to deliver the course through an external provider such as the School of Isolated and Distance Education (SIDE). Support for the student studying in this manner would be provided by the School.



The ASPIRE Program 2023

Bunbury Cathedral Grammar School has a proud tradition of developing young people to be ready to enter further training, an apprenticeship or the world of work. Students leave the school with a comprehensive portfolio of skills and experiences making them eminently employable. Our students are sought after by employers who value their communication skills, the level of responsibility they demonstrate, their flexibility and skill set and their approach to adult learning.

The BCGS ASPIRE Program aims to support and develop students who plan to start with a vocational pathway into their adult life. This program will offer students a personalised and tailored suite of courses, coupled with relevant work experience, and support. Added to this, each student on the ASPIRE program will be allocated a selected mentor, in the student's area of interest, to provide each student with targeted advice and an external 'sounding board' during Year 11 and 12.

Students who wish to be considered for this program will be asked to apply as part of the process for selecting courses for Year 11, 2024. Students who join the ASPIRE program will be provided with:

- A personal mentor in their area of interest
- Opportunities for work experience either within the school day or at certain times during the school year
- Assistance with resume writing and interview practice
- The opportunity to study a variety of General and Certificate courses
- An individually tailored academic program developed with the student and family by the School's Vocational Education and Careers teacher
- Specific skills training relating to the workplace including First Aid training, White Card and other suitable skills courses

To be eligible for this program a student should

- Intend to take a range of predominantly General and Certificate courses in Year 11 and 12, including General Career and Enterprise Units 1 to 4
- Be prepared to undertake work placements in a variety of complementary industry areas
- Commit to be active in working with a young adult mentor in a chosen field of interest. The mentor may change if the student's area of interest alters.

For further information please see Page 21 of this booklet.

Home Learning Requirements

We expect all of our students who are involved in Senior Secondary studies, to take increasing responsibility for their own learning. Besides meeting schoolwork commitments, this also means active participation in classes and seeking assistance from staff when needed. A positive approach to Years 11 and 12 is the best possible preparation for university or vocational study, an apprenticeship or the workforce.

Students studying five or six ATAR courses in Years 11 and 12 can expect to be completing between **15 and 18 hours of additional home study each week**. General courses offer a rich program more suited to vocationally oriented students. Although they may require less homework and study, success in these courses demands a consistent work ethic and strong organisational skills. Students on the ASPIRE Program will have the opportunity be involved in Workplace Learning, through the Career and Enterprise course, where they will have the opportunity to develop work skills through placements relevant to their career aspirations.



WACE REQUIREMENTS

Students leaving school in 2025, must meet a stringent set of requirements for a Western Australian Certificate of Education (WACE), formerly thought of as Secondary Graduation. A detailed list of these requirements is provided on the next page.

SUPPORT FOR COURSE SELECTION FOR YEAR 11, 2024

In preparation for the Year 11 course selection these activities will take place to assist:

- Course presentations from each Faculty
- Year 10 Parent/Student/Teacher Meetings
- Selection Guide Booklets available via SEQTA
- Time to think about your selection
- Year 10 Exams – Week 9 (Term 2)
- Select courses online
- Year 11 Grid created – Mid Term 3
- Students notified of selections – Late Term 3

Where students want to select a course which is not recommended, a range of targets and suggested actions will be generated at the Pathway Planning meeting. These recommendations will be monitored by a named mentor usually the Home Group Teacher who will work with the student through the House system, for the remainder of the year.

Course selections are made using the online system Web Preferences. Information describing how to access the system, together with a student code and password, will be provided to students early in Term 3. A provisional entry may be made during the Pathway Planning meeting. This can be modified before the final submission date. Once students have registered their final selections using the system, they are asked to print out a receipt which we request a Parent or Guardian to sign. This receipt is then handed into Administration to provide parental acknowledgement of the students' selections.



WACE requirements 2022 and beyond

1

General requirements

You must:

- demonstrate a minimum standard of literacy (reading and writing) and a minimum standard of numeracy
- complete a minimum of 20 units, or equivalents
- complete
 - at least four Year 12 ATAR courses **OR**
 - at least five Year 12 General courses and/or ATAR courses or equivalent **OR**
 - a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses.

2

Literacy and numeracy standard

For the WACE literacy and numeracy standard you may:

- pre-qualify through achieving Band 8 or higher in the reading, writing and numeracy tests of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN), or;
- demonstrate the minimum standard of literacy and numeracy by successfully completing the relevant components of the Online Literacy and Numeracy Assessment (OLNA) in Year 10, 11 or 12.

3

Breadth and depth

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

- a minimum of ten Year 12 units, or the equivalent
- four units from an English course, post-Year 10, including at least one pair of Year 12 units from an English learning area course
- one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology) subjects.

4

Achievement standard

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

5

Unit equivalents

Unit equivalents can be obtained through VET qualifications and/or endorsed programs. The maximum number of unit equivalents available through VET and endorsed programs is four Year 11 units and four Year 12 units with a maximum of four units with endorsed programs – two in Year 11 and two in Year 12.



COURSE SELECTION TIMETABLE 2024

Once course selections have been completed, teaching staff review students' selections and make recommendations if they believe that the choice of courses is inappropriate. These recommendations are communicated to the student, the student's mentor and parents.

Our staff are experienced Senior Secondary teachers who have a thorough understanding of the demands of Year 11 courses and the levels of ability and effort required to succeed in them. When they advise that a student is unlikely to cope with a particular Year 11 course, they do so because none of us likes to see students demoralised by struggling with courses that are beyond their capacity. However, families have the right to enrol students in an available Year 11 course, even where this is against the advice of the School.

Moving from Year 11 into Year 12

When selecting Year 12 courses for 2024, the School would require a student to have gained a minimum of a C grade in the Year 11 course to be eligible to progress to the next stage of that course in Year 12. An indication of the student's likelihood of achieving the required grades for a WACE would also be considered at this time.

The grid of courses for the Year 11, 2024 timetable will be completed by early Term 4. Although most students' first six choices should be able to be accommodated, some students' selections will not fit the grid and they may need to go to a "reserve" course. Course confirmation notices will be sent out at this time, and Mr White will communicate directly with all students and their families where there is any concern about the course chosen.

Students may make changes in their course choices through the remainder of the year and even into Year 11. However, we strongly recommend that students do their research early, make appropriate choices and commit to them. It may not be possible to meet a request for a late change because choice may not fit the grid, the class may be full, or the course may not have run owing to a shortfall in enrolments.

The School Curriculum and Standards Authority specify deadlines for course changes once Year 11 has begun. For Unit 1 Year 11 this is generally around Week 6 of Term 1 and for Unit 2 Year 11 it is the end of Week 1 of Term 3. After these dates, it is extremely difficult for students to change courses as it is highly unlikely that they would be able to complete the teaching, learning and assessment programs.

Our current Year 10 students have undertaken activities during Careers lessons in Humanities, to assist them in identifying possible career directions. Careers Education has focused on providing students with information to help them identify careers of interest and the courses they will need to study to pursue them. However, it is often difficult to be certain about career plans when in Year 10. The careers program is designed to help students become more familiar with their own interests and aptitudes regarding the world of work. We hope that students will view careers education as an ongoing and individual process which can take place over many years, long after gaining work.

Please do not hesitate to seek help from the School with any part of this important process. Teachers and Heads of Learning Faculty can assist with specific course advice, the Director of Teaching & Learning (Senior Years) and the VET Co-ordinator, can assist with vocational pathways and especially the Workplace Program. We will all do our best to ensure that students and their families are fully informed and supported as they face the first of the challenges of Senior Secondary studies.

Mr David White | Director of Teaching & Learning (Senior Years)
May 2023



USEFUL RESOURCES

The School has a wide range of information about occupations and courses. The School Counsellor, Deputy Head (Academic) and VET Co-ordinator can assist students in assessing this. Other sources of information are:

- Universities' Admissions Offices and University websites
- South Regional TAFE
- Defence Forces
- In Perth, the Careers Information Centre, 2nd Floor, City Central Building, 166 Murray Street Mall, Perth 6000, telephone [08] 9464 1305, is a useful place in which to spend two or three hours. The information is presented in a self-service fashion with assistance available should help be required.
- Yellow Pages or Phone Directory under Training
- Informal sources of information can be gained from relatives, friends and acquaintances employed in an area of interest to the student.
- The Internet has information from most of the above organisations.
- Year 10 students have two formal periods of Work Experience during the year, but they can organise extra during holiday time. Students in Year 11 and Year 12 are also encouraged to use holidays for extra Work Experience and on occasions students may use examination blocks for additional hours in the workplace. Work experience and part-time work may attract points for entry into Institutes of Technology, particularly where the work is relevant to the course for which the student has applied.

The following websites may also be helpful to you in giving detailed information about further education courses beyond School:

www.tisc.edu.au	Tertiary Institutions Service Centre (University Admission)
www.scsa.wa.edu.au	School Curriculum and Standards Authority (SCSA) http://www.scsa.wa.edu.au/news-items/year-10-information-handbook
www.trainingwa.wa.gov.au	Department of Training and Workforce Development
www.curtin.edu.au	Curtin University
www.ecu.edu.au	Edith Cowan University
www.murdoch.edu.au	Murdoch University
www.uwa.edu.au	University of Western Australia
www.nd.edu.au	University of Notre Dame

Please do not hesitate to seek help from the School with any part of this important process. Teachers and Heads of Learning Faculty can assist with specific course advice, the Director of Studies and the VET Co-ordinator, can assist with vocational pathways and especially the Workplace Program. We will all do our best to ensure that students and their families are fully informed and supported as they face the first of the challenges of Senior Secondary studies.



SENIOR SECONDARY EDUCATION – A Summary

WACE REQUIREMENTS FOR 2024

Students in Years 11 and 12 are working towards achieving a Western Australian Certificate of Education (WACE) and achieving the required standard to gain entry to further education, study, training or employment. Students who complete any study that contributes towards a WACE will receive a Western Australian Statement of Student Achievement (WASSA).

All Year 11 (2023) students will be enrolled in pairs of course units. It is expected that students will complete six pairs of units in Year 11 and five or six pairs in Year 12. In 2024 students will graduate with the Western Australian Certificate of Education or WACE.

Details of the requirements to complete the WACE is provided on page 7.

Achievement of a WACE signifies that a student has successfully met the breadth and depth, the achievement standard and English language and numeracy competence requirements in their Senior Secondary schooling.

Achievement standard

Students will be required to achieve 14 C grades (or equivalents, see below) in Year 11 and Year 12 units, including at least six C grades in Year 12 units (or equivalents).

Unit equivalence can be obtained through VET programs and/or endorsed programs. The maximum unit equivalence available through these programs is eight units – four Year 11 units and four Year 12 units. Students may obtain unit equivalence as follows:

- Up to eight-unit equivalents through completion of VET programs, or

- Up to four-unit equivalents through completion of endorsed programs, or
- Up to eight-unit equivalents through a combination of VET and endorsed programs, but with endorsed programs contributing no more than four-unit equivalents.

The amount of unit equivalence allocated to VET and endorsed programs are as follows:

- VET qualifications
- Certificate I is equivalent to two Year 11 units
- Certificate II is equivalent to two Year 11 and two Year 12 units
- Certificate III or higher is equivalent to two Year 11 and four Year 12 units
- Endorsed programs – unit equivalence is identified on the Authority's approved list of endorsed programs.

General Advice on Pathways

Typically, University bound students would study a program of ATAR course units in Years 11 and 12. In their final year, all, or most, of the units would be from ATAR courses. Students who may be headed to vocational and further education and training or the workforce would study mostly General courses in Years 11 and 12, although some students may select a number of ATAR courses depending on their interests and aptitudes. Students would be expected to study Career and Enterprise Units 1 and 2 in Year 11 and students will have the opportunity to undertake a Workplace Learning Endorsed program through the School.

Course and Unit Selection

The over-riding principle behind course/unit selection should be the 'best interest of students' to ensure their future opportunities are maximised.

All students are encouraged to enrol in the units for each course at the highest level of which they are capable and that match their prior achievements, background and aspirations. Students should seek advice from their teachers. In selecting courses, a student must be aware of the requirements for a WACE. This includes the requirement for the 'breadth of study' which requires a student complete, in their final WACE year (Year 12), at least one course from List A (Arts, Languages/Social Science) and one course from List B (Mathematics/ Science/Technology) to satisfy the School Curriculum and Standards Authority



requirements. Appendix 1 (page 5) of the Year 10 Handbook shows the List A and List B courses. Only four units for any course may be counted towards the requirements for a WACE.

External Examinations and Assessments

All Year 12 ATAR courses (Units 3 and 4) have externally set examinations **which are compulsory**. At least four external examinations must be written in Year 12 in order to get an Australian Tertiary Admission Rank (An ATAR is required for university entry). Therefore, to get an ATAR, Year 12 students need to be studying at least four ATAR courses.

The following points regarding external examinations are important:

- Each examination will assess the content, knowledge and skills described in the syllabus for the unit pair studied.
- Practical and performance examinations will be held for some courses.
- **Students must be available to sit these examinations, some of which occur in the Term 3 holidays.**
- Year 12 General courses do not have school based or externally set examinations. However, students are required to complete an Externally Set Task (EST), which is common to all students enrolled in a particular General course. The task is set by the SCSA, completed under test conditions and is worth 15% of the final mark for that pair of units. ESTs are marked by the teacher using a marking key provided by SCSA. Further moderation is then conducted through SCSA before final marks are awarded to students.

Courses with Different Contexts

Some courses have a number of different contexts in which the course may be studied. Not all contexts are offered at BCGS. These courses are:

- Design: Photography, Graphics, Technical Graphics, and Dimensional Design (General only)
- Materials Design and Technology: Metal, Textiles, Wood (ATAR and General)
- Music: Contemporary, Jazz, Western Art (ATAR only).

A student may enrol in more than one context in each course with defined contexts but only a maximum of four units will count towards the WACE requirement and students can sit only one ATAR examination for the course.

Workplace Learning Course

There will be no external set task (EST) in the Workplace Learning course as it is an Endorsed Program.

Students who choose not to sit examinations

A student who should sit an examination and chooses not to or chooses not to make a genuine attempt in the examination, will not get a course report. Nor will the grades for those units be counted towards any of the requirements for the WACE.

Private Candidates

From 2016 students enrolled at a school cannot sit an Authority examination as a private candidate. One exception to this is when a student is studying a language course through Interstate language offerings or when a student is undertaking background European language courses.



**DESIRABLE LEVELS OF ACHIEVEMENT FOR STUDENTS
CONTEMPLATING SENIOR SECONDARY COURSES**

The following outlines the minimum achievement recommended for the named courses.

Year 11 Course	Year 10 BCGS
Accounting & Finance ATAR	Year 10 English–C Grade Year 10 Maths–Course 2 C Grade
Applied Information Technology ATAR	English – C Grade
Biology ATAR	Year 10 Course 1 C high grade, or Science Course 2 A grade
Career & Enterprise GENERAL	No pre-requisites
Chemistry ATAR	Year 10 Course 1 B Grade + Mathematics Course 2 B Grade or higher
Design (Photography) ATAR	No pre-requisites
Design (Photography) GENERAL	No pre-requisites
Drama ATAR	Year 10 Drama preferred
Drama GENERAL	No pre-requisites
Economics ATAR	Year 10 Humanities – B Grade
English GENERAL	No pre-requisites
English ATAR	English - High C Grade or above
Literature ATAR	Year 10 English - A or B Grade
French ATAR	Year 10 French – C Grade
French GENERAL	Year 8 – A Grade
Food Science & Technology GENERAL	No pre-requisites
Geography ATAR	Year 10 Humanities – B Grade
Human Biology ATAR	Year 10 Course 1 high C Grade, or Science Course 2 A Grade
Materials Design & Technology GENERAL (Metal or Wood)	Year 10 Technology Wood or Metal preferred
Materials Design & Technology (Metal or Wood) ATAR	Year 10 Technology Wood or Metal preferred Year 10 Textiles preferred English – C Grade Mathematics Course 2 – C Grade
Mathematics Methods 1 & 2 ATAR Mathematics Specialist 1 & 2 ATAR	Mathematics Course 1– A, Strong B Grade
Mathematics Methods 1 & 2 ATAR	Mathematics Course 1 – A, B or strong C Grade
Mathematics Applications 1 & 2 ATAR	Mathematics Course 1 – C or D Grade Mathematics Course 2 – A, B or C Grade
Mathematics Essential 1 & 2 GENERAL	Mathematics Course 2 – D Grade Mathematics Course 3 – A, B or C Grade



DESIRABLE LEVELS OF ACHIEVEMENT FOR STUDENTS CONTEMPLATING SENIOR SECONDARY COURSES	
Year 11 Course	Year 10 BCGS
Media Production ATAR	English – C Grade
Media Production GENERAL	No pre-requisites
Modern History ATAR	Year 10 Humanities – B Grade
Music ATAR	Year 10 Music or AMEB Grade 4 Instrumental equivalent
Music Certificate III	Currently learning a musical instrument (incl. voice).
Politics & Law ATAR	Year 10 Humanities - B Grade
Physical Education Studies ATAR	Year 10 HPE Option preferred
Certificate II Sport & Recreation	No pre-requisites
Physics ATAR	Year 10 Course 1 B Grade + Mathematics Course 1 C Grade or higher
Physics GENERAL	Year 10 Course 2 C Grade
Psychology ATAR	Year 10 Science Course 1 – C Grade or higher
Science in Practice GENERAL	No pre-requisites
Visual Art ATAR	Year 10 Art preferred, English – C Grade
Visual Art GENERAL	No pre-requisites
Workplace Learning Endorsed Program	No pre-requisites, though this course is not suitable for students undertaking a Tertiary Entrance program. Students must complete the Workplace Learning Contract.



Some of the material in this section is reproduced from '2023 Admission Requirements for School Leavers', TISC, Perth, Western Australia. **It is strongly recommended that parents and students refer directly to this document for the most up-to-date information [click here](#).**

UNIVERSITY ADMISSION

Admission to Western Australian Universities (except Notre Dame) is managed by the Tertiary Institute Service Centre (TISC). Entry to Notre Dame University is not managed by TISC. Students interested in securing a place at Notre Dame should make a direct application to the University.

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

- meet the requirements for the Western Australian Certificate of Education (WACE) prescribed by the School Assessment and Standards Authority, and
- achieve competence in English as prescribed by the individual universities, and
- obtain a sufficiently high ATAR for entry to a particular course (Edith Cowan University may not require an ATAR for some pathways) and
- satisfy any prerequisites or special requirements for entry to particular courses.

A brief summary of the requirements for University entry, based on the advice from TISC, are described below. **Further and more detailed information should be obtained from the TISC website.** Students and Parents are advised to download the booklet entitled 'University Admission' for the appropriate year of entry. This booklet is also available in PDF format on the SEQTA Documents page. (Please note this booklet is updated from time to time, so checking on the Website provides the most up-to-date copy). Entry requirements can change for future years, and it is always advisable to reference the information on the TISC website, which may have been updated since the publication of this guide. <http://www.tisc.wa.edu.au>

Murdoch and Edith Cowan Universities also offer Portfolio pathways for entry. (Please see Appendix 2) There are also a range of alternative entry paths and possibilities which can change from year to year. The specific University Website and the TISC Website provides the most up to date information on such pathways. One particular entry pathway is through achievement in AQF/TAFE RTO qualifications, specifically Certificate IV. The School provides assistance to Year 12 students as they complete the university application process.

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

It is essential for you to satisfy the requirements of the WACE to enter all four universities unless you are an applicant from a non-standard WA school.

COMPETENCE IN ENGLISH

For university admission purposes, usually you demonstrate competence in English by achieving the prescribed standard in a course from the English Learning Area: English or Literature, or EALD.

Curtin University of Technology Murdoch University University of Western Australia	You must achieve a final combined scaled score of at least 50 from Units 3 and 4 in English ATAR, Literature ATAR or English as an Additional Language/Dialect ATAR. This means you must have sat the external WACE examination in the English course.
Edith Cowan University	In Year 12, you must achieve a scaled score of 50 or A grade of A, B or C in English, Literature or EALD units 3 and 4 studied in Year 12.



CONCESSIONS

MURDOCH UNIVERSITY

a. If you have not met the requirement for this university, the university will concede competence in English to you if you have achieved a moderated numeric school assessment or numeric examination assessment of at least 55 in English ATAR or Literature ATAR.
For English as an Additional Language or Dialect ATAR, a standardised moderated written school assessment or standardised written exam mark of at least 55 is required.

b. If you have not met requirement above for this university, but you have achieved an ATAR/Selection Rank above the minimum specified annually by the University and achieved a scaled score less than 50 in English ATAR, Literature ATAR or English as an Additional Language/Dialect ATAR, then you may demonstrate your competence in English by sitting the Special Tertiary Admissions Test (STAT) or another test of English approved by the university concerned early in January.

CURTIN UNIVERSITY, THE UNIVERSITY OF WESTERN AUSTRALIA

a. If you have not met the requirement for either of the above Universities, they will concede competence in English to you if you have achieved a moderated numeric school assessment or numeric examination assessment of at least 60 in English ATAR or Literature ATAR.
For English as an Additional Language or Dialect ATAR, a moderated written school assessment or written exam mark of at least 60 is required.

b. If you have not met requirement (a) above for but you have achieved an ATAR/Selection Rank above the minimum specified annually by the university and achieved a scaled score less than 50 in English ATAR, Literature ATAR or English as an Additional Language/Dialect ATAR, then you may demonstrate your competence in English by sitting the Special Tertiary Admissions Test (STAT) or another approved test of English early in January.

Please note these concessions mean that a student should attempt an ATAR English course even if there is a likelihood that the student may need to take the STAT test.

PORTFOLIO ENTRY PATHWAY TO ECU

Edith Cowan University offers an additional pathway for entry by school leaver students. To be considered for admission by Portfolio Entry Pathway, school leavers must meet WACE, English competency requirements, satisfy any prerequisites or special requirements for entry to particular courses and have studied a minimum of four WACE courses in Year 12 (three of which must be at an ATAR level). Applications will be partially assessed prior to release of final results and applicants may be required to attend an interview.

Detailed information about the requirements for the Portfolio Entry Pathway to ECU may be obtained from Student Recruitment on 134 328 or www.ecuworldready.com.au.

MEDIA AND CREATIVE PORTFOLIO ENTRY TO MURDOCH UNIVERSITY

Murdoch University offers a portfolio pathway for admission to the Bachelor of Arts degrees in English and Creative Writing, and Theatre and Drama; Bachelor of Communication degrees in Journalism, and Strategic Communication; Bachelor of Creative Media degrees in Games Art and Design, Graphic Design, Photography, Screen Production, and Sound. Students must satisfy Murdoch's English requirement, as outlined below, and should apply through TISC but submit their portfolios directly to Domestic Admissions at Murdoch University. Portfolios will be assessed by academic staff in the relevant discipline.

For more information see <https://portfolio.murdoch.edu.au/>.



THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

The Australian Tertiary Admission Rank (ATAR) is the basis of admission to most university courses. Students are ranked in order of merit based on the Tertiary Entrance Aggregate. This is the sum of a student's best four scaled moderated scores.

Students may also enter University with AQF/TAFE Certificate IV. More information on this pathway is provided directly by the University.

WHAT IS THE ATAR?

The ATAR ranges between zero and 99.95. It reports your rank relative to all other WA students of Year 12 school leaving age and takes into account the number of students with a Tertiary Entrance Aggregate (TEA) as well as the number of people of Year 12 school leaving age in the population of this state. An ATAR of 75.00 indicates that you have an overall rating equal to or better than 75% of the Year 12 school leaving age population in Western Australia. The ATAR is calculated using scaled scores in courses.

SCALING

All courses will be scaled to ensure fairness to all students. A scaled score for an ATAR course is calculated after a student has sat the ATAR examination for that course. The Average Marks Scaling process is used to scale marks in a course.

CALCULATION OF THE TEA

The TEA will be calculated by adding a student's best four scaled scores, plus any course specific bonus marks, as detailed below:

The ATAR is derived from the Tertiary Entrance Aggregate (TEA).

In 2023, the TEA will be calculated by adding a student's best four scaled scores plus any applicable course-specific bonuses, as detailed below, based on the following rules:

- For all universities you may accumulate scaled scores which contribute to your ATAR over five consecutive years, with no subject or course counting more than once. You may use previous scaled scores back to 2015.
- No more than two mathematics scaled scores can be used in the calculation of an ATAR.
- There are unacceptable course combinations whereby scores in both courses cannot both be used (see explanation under Unacceptable Course Combinations below).
- A Language bonus of 10% of a Language scaled score is added to the aggregate of the best four scaled scores, subject to no Language scaled score earlier than 2015 being used. If more than one Language has been sat, only one (the best) Language scaled score can be used as the Languages bonus. You receive the Languages bonus irrespective of whether your Language course scaled score was counted as one of the best four.
- A Mathematics bonus of 10% of the scaled score for each of Mathematics: Methods ATAR and Mathematics: Specialist ATAR is added to the aggregate of the best four scaled scores. You receive the Mathematics bonus irrespective of whether your Mathematics: Methods ATAR and/or Mathematics: Specialist ATAR course scaled scores are counted in the best four.
- In calculating the scaled score, equal weight is given to the final school mark and the final examination mark, except where courses/subjects are taken on a non-school basis (see explanation under Courses Studied on a Non-school Basis below).
- Scaled scores from previous study of WACE courses are on the same scale as scaled scores obtained from study in 2023 and will be used directly in the calculation of an ATAR, if applicable.
- The maximum TEA is 430.

TEA TO ATAR

Tertiary Institutional Service Centre (TISC) will construct a table to convert a student's TEA to an ATAR. The table takes into account the number of students with a TEA and the number of people of Year 12 school leaving age in the state. This table is constructed annually.



BCGS COURSES WHICH CAN BE USED TO FORM THE ATAR

All ATAR courses offered at the School can be used to calculate a student's ATAR. All students must have sat the external WACE examination to obtain a scaled score.

We recommend that students attempt ATAR units in Year 12, if they are capable of doing so and are intending to keep open the option of tertiary entrance.

UNACCEPTABLE COMBINATIONS

Some courses cannot both be counted towards TEA. The main ones to be aware of are:

- Mathematics Applications and Mathematics Methods cannot both be used.
- Few other unacceptable combinations exist.

Please see the TISC website for a detailed list: <http://www.tisc.wa.edu.au>

PREREQUISITES

Prerequisites are courses or special requirements that must be successfully completed for entry to particular university courses. A scaled mark of 50 or more for the specific course is generally required in order to satisfy the prerequisite requirements. Please note that Mathematics prerequisites differ across university courses.

Please see the Guide to University Admission 2023 (available from the TISC website) for information about prerequisites for particular courses. It is important to check this information prior to selecting courses for Year 11 and again if a student is considering reducing their load for Year 12.

SUMMARY: REQUIREMENTS FOR UNIVERSITY ADMISSION

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

1. meet the requirements for the Western Australian Certificate of Education (WACE) prescribed by the School Curriculum and Standards Authority, and
2. achieve competence in English as prescribed by the individual universities, and
3. obtain a sufficiently high ATAR for entry to a particular university and/or course (Some universities may not require an ATAR for some pathways), and
4. study at least four pairs of ATAR units in Year 12, and
5. satisfy any prerequisites or special requirements for entry to particular courses.



OTHER TERTIARY EDUCATION

Admission to Further Education Institutions such as the South Regional TAFE can be complex as there is such a range and variety on offer at vastly different levels. We strongly recommend that students work individually with appropriate school staff to ensure that they are well positioned to access the courses in which they are interested.

Selection Criteria (competitive entry)

This will involve the accumulation of points drawing upon:

- communication and maths skills
- existing qualifications
- academic merit and
- experience in the workplace through workplace learning and/or employment

Some courses do require you to have passed certain subjects. For example, many courses require a C or better in your English course. A few courses may require you to have an ATAR Mathematics course. Please check the training provider website and selection criteria carefully.

Some Institutions may award extra points for subjects that are considered relevant to the course for which you are applying. For example, if you want to do Enrolled Nursing, you get extra points for subjects like Human Biology. If you want to do Information Technology, you may get extra points for units in Applied Information Technology (AIT) and so on.

Work Experience is very valuable for entry into many Institutions. This may include your Year 10 Work Experience, any part-time work you do, and certainly your Workplace Learning placements. It may include voluntary work such as coaching or charity work. Work Experience which is considered relevant to your course is awarded even more points. For example, work placement in a childcare centre earns you extra points for the Diploma in Children's Services. You must provide written evidence supporting your claim.

Some courses require you to undergo an interview, skills test or submit a folio as part of your application.

If you would like to know more about entry or about specific courses, please make an appointment to the VET Coordinator. The South Regional TAFE and Career Advisory Service can also help. They can be contacted on 9780 7070.

Many courses are highly competitive. Most Certificate I-III level qualifications require a minimum of Year 10 or 11 academic levels, however applicants with only Year 10 or 11 should be aware that they will be competing against others with higher qualifications. The degree of competition from more qualified or experienced applicants may make it difficult to gain an offer of a place. Certificate IV level qualifications usually require a minimum of Year 11, and the Diploma level courses require a minimum of Year 12 completion, though they sometimes require completion of a lower-level Certificate.

There are well established pathways from Certificate IV courses into a wide range of university degree courses. Mr White and our VET Coordinator can assist you in planning an alternative pathway to University.



COMPULSORY COURSES

RELIGIOUS AND PHILOSOPHICAL STUDIES

Religious and Philosophical Studies (RaPS) is a compulsory course for all students in Year 11 and 12 at Bunbury Cathedral Grammar School. The Year 11 RaPS course allows the School to respond to student needs and provide flexible learning opportunities. The course has an appropriate spiritual dimension and Anglican ethos and will be partly informed by Positive Education principles. The study of philosophy will provide students with a set of skills that should better enable them to understand, evaluate and engage with the personal, social and wider aspects of the world. Students will engage with the RAPS program one period each week.

SPORT FOR YEAR 11 AND YEAR 12

This program is taken on a compulsory basis for two periods each week. The program offers the opportunity for involvement in vigorous physical activity on a regular basis which is vital to a healthy, active lifestyle.

As well as assisting in the development of personal fitness, the timetabled sport program encourages co-operation and social interaction through involvement in team sports.

The Interhouse sporting competition is integrated with this program.

HOUSE, HOME GROUP AND ASSEMBLY TIME

Students in Year 11 and 12 will have one period each week allocated to Assembly time and one period per week allocated to Home Group and House time.

Eucharist and worship services will be threaded through these periods, as will Whole School, Senior Secondary and House Assemblies and other personal and wellbeing activities.



COURSES OFFERED FOR YEAR 11, 2023 AND YEAR 12, 2024

The courses are grouped in Learning Areas. Please note a student must study at least one pair of units from List A and one pair from List B in Year 11 and 12.

List	Year 11	Year 12
A	English GENERAL and ATAR Literature ATAR Drama ATAR Drama GENERAL Media Production & Analysis ATAR Media Production & Analysis GENERAL Music ATAR Visual Art GENERAL and ATAR French: Second Language ATAR French: Second Language GENERAL Modern History ATAR Economics ATAR Geography ATAR Politics & Law ATAR Career & Enterprise GENERAL	English GENERAL and ATAR Literature ATAR Drama ATAR Drama GENERAL Media Production & Analysis ATAR Media Production & Analysis GENERAL Music ATAR Visual Art GENERAL and ATAR French: Second Language ATAR French: Second Language GENERAL Modern History ATAR Economics ATAR Geography ATAR Politics & Law ATAR Career & Enterprise GENERAL
B	Physical Education Studies ATAR Mathematics Essential GENERAL Mathematics Applications ATAR Mathematics Methods ATAR Mathematics Specialist ATAR Biology ATAR Chemistry ATAR Human Biology ATAR Physics ATAR Psychology ATAR Accounting & Finance ATAR Applied Information Technology ATAR Design ATAR Design GENERAL Food Science & Technology GENERAL Materials Design & Technology (Wood or Metal) GENERAL Science in Practice GENERAL	Physical Education Studies ATAR Mathematics Essential GENERAL Mathematics Applications ATAR Mathematics Methods ATAR Mathematics Specialist ATAR Biology ATAR Chemistry ATAR Human Biology ATAR Physics ATAR Psychology ATAR Accounting & Finance ATAR Applied Information Technology ATAR Design ATAR Design GENERAL Food Science & Technology GENERAL Materials Design & Technology (Wood or Metal) GENERAL Science in Practice GENERAL
VET	Certificate II Sport & Recreation Certificate II Outdoor Recreation Music Certificate III	Certificate II Sport & Recreation Certificate II Outdoor Recreation Music Certificate III



BCGS ASPIRE PROGRAM

The BCGS ASPIRE Program aims to support and develop students who plan to start with a vocational pathway into their adult life. This program will offer students a personalised and tailored suite of courses, coupled with relevant work experience, support with job applications, resume writing and interview skills. Added to this, each student on the ASPIRE program will be allocated a selected mentor, in the student's area of interest, to provide each student with targeted advice and an external 'sounding board' during Year 11 and 12. Students involved in the BCGS Aspire Program will select a range of General courses from those offered. Career and Enterprise would be expected to be part of the suite of courses. Students May also take one or two ATAR courses where this supports a particular vocational pathway.

Students may study one or more Certificate courses (Certificate II, III or IV). These may be delivered in school by BCGS teachers, online with mentoring and support from school staff, or through TAFE or the Bunbury Regional Trade Training Centre.

Students in the Program will take part in Workplace Learning. This will be arranged for each student individually and tailored to student interests and aspirations.

WORKPLACE LEARNING

Workplace Learning is an Authority-developed endorsed program that is managed by individual schools. To complete this endorsed program, a student works in one or more real workplace/s to develop a set of transferable workplace skills. The student must record the number of hours completed and the tasks undertaken in the workplace in the BCGS Workplace Learning Logbook. The student must also provide evidence of his/her knowledge and understanding of the workplace skills by completing the Skills Journal after each 55 hours completed in the workplace.

The total number of hours completed in the workplace is reported on a student's Western Australian Statement of Student Achievement. Unit equivalence is allocated on the basis of 1 unit equivalent for each 55 hours completed in the workplace, to a maximum of 4 units. That is:

- Less than 55 hours = 0-unit equivalents
- 55 - 109 hours = 1 unit equivalent
- 110 – 164 hours = 2-unit equivalents
- 165 – 219 hours = 3-unit equivalents
- 220 + hours = 4-unit equivalents

The Workplace Learning endorsed program provides an opportunity for a student to demonstrate, and develop increasing competence in, the core skills for work, often referred to as generic, transferable or employability skills. Developing competence in workplace skills assists an individual to gain an Apprenticeship or employment. The endorsed program is based on the skills, knowledge and understandings that underpin successful participation in work.

OPPORTUNITIES OUTSIDE OF SCHOOL

All of our students will have access to Certificate Courses run at the three Bunbury Regional Trade Training Centres (BRTTC) along with courses at South Regional TAFE. **As a school, we recommend that students DO NOT attempt to complete a two day a week Certificate course in Year 11 but leave that for Year 12.**

Transport to and from the different venues is a parent/guardian and student responsibility. Course costs will vary and will not be able to be finalised until later in the year; some of these costs may be covered by Bunbury Cathedral Grammar School.

Opportunities for Vocational Training are vast this year as there are many courses on offer. Please see the last page of this booklet or visit the school website for the PDF versions.

Please note:

Application information and forms for Vocational Certificate Courses are available from Mrs Jenelle Comisso (VET coordinator). South Regional TAFE courses will need to be applied for online via the TAFE portal).



ENGLISH AND LANGUAGES LEARNING AREA

COURSE PATHWAYS

YEAR 11	YEAR 12
English General	English General
English ATAR	English ATAR
English Literature ATAR	English Literature ATAR

Students must complete four semester long units of English over Years 11 and 12. These will be done as two sets of paired units. The English ATAR and English GENERAL units are based on the two broad areas of Responding and Creating. Whereas English Literature ATAR and English Literature GENERAL are more specifically based on Extended and Short Written Responses and Creative Production.

These areas will be assessed through:

Written and Oral modes.

Students write analytical essays in response to texts studies as well as compose a range of imaginative, interpretive and persuasive texts. Students listen and speak with purpose, understanding and critical awareness in a wide range of contexts.

Responding to Texts

Students view a wide range of visual texts with purpose, understanding and critical awareness.

Responding to Reading

Students read and view a wide range of texts with purpose, understanding and critical awareness. There is a greater emphasis on viewing in English ATAR, English GENERAL and Literature GENERAL than in Literature ATAR.

Composing

Students write for a range of purposes and in a range of forms using conventions appropriate to audience, purpose and context.

AIMS

All senior secondary English courses aim to develop students':

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

In addition, the English ATAR course and the Literature ATAR courses aim to develop students' abilities to engage in critical analysis and evaluation.

ENGLISH GENERAL

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



ENGLISH ATAR

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

LITERATURE ATAR

In the Literature ATAR course, students learn to create readings of literacy texts and to create their own texts, including essays, poems, short stories, plays and multimodal texts. Students engage with literacy theory and study literary texts in great detail. Students learn to read texts in terms of their cultural, social and historical contexts; their values and attitudes; and their generic conventions and literary techniques. They enter the discourse about readings, reading practices and the possibility of multiple readings. Students learn to create texts paying attention to contexts, values and conventions.

Students learn about literacy language, narrative, image and the power of representation. Students experience the aesthetic and intellectual pleasure that reading and creating literary texts can bring.



LANGUAGES LEARNING AREA

YEAR 11	YEAR 12
French: Second Language ATAR Course Units 1 & 2	French: Second Language ATAR Course Units 3 & 4
French: GENERAL Course Units 1 & 2	French: GENERAL Course Units 1 & 2

LANGUAGE

Western Australian Universities have shown their support for languages by offering a bonus on their ATAR ranking for language students. Details of this bonus are available on the SCSA website or from the Languages staff at School. The University of Western Australia enables the inclusion of language electives in any undergraduate degree.

With increasing numbers of Australians travelling the world for employment and for leisure, and tourists visiting Australia, employers are recognising the usefulness of having skills in another language. An ability to communicate in French or Japanese, in conjunction with other skills, provides students with enhanced career opportunities in practically any field, notwithstanding medicine, banking and international finance, commerce, diplomacy, government, law, tourism and hospitality, winemaking, fashion and cosmetics, media, science and technology and translating and interpreting.

The French and Japanese courses are designed to equip students with the skills to function within an increasingly global society, a culturally and linguistically diverse local community and to provide the foundation for life-long language learning.

FRENCH: GENERAL UNITS 1 & 2 (Year 12 UNITS 3 & 4)

The French: Second Language General course is designed to enable students to gain knowledge and an understanding of the culture and the language of French-speaking communities. The course focuses on the interrelationship of language and culture and equips students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and provides them with the foundation for life-long language learning. Relevant and engaging tasks, delivered through a range of appropriate contexts and topics, develop literacy in the French language as well as extend literacy development in English.

Unit 1 – Le monde des jeunes (The world of youth)

Learning contexts	Topics
<p>The individual</p> <p>Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.</p>	<p>My world, your world</p> <p>Students reflect on and share aspects of their lifestyle, interests and social activities.</p>
<p>The French-speaking communities</p> <p>Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language.</p>	<p>Youth culture in a francophone country</p> <p>Students explore shifting trends in youth culture in a French-speaking community and discuss what this says about the community.</p>
<p>The changing world</p> <p>Students explore information and communication technologies and the effects of change and current issues in the global community.</p>	<p>Communicating in a modern world</p> <p>Students consider the role of technologies in the daily lives of people around the world.</p>



Unit 2 – Voyages (Travel) – same as ATAR

Learning contexts	Topics
<p>The individual Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.</p>	<p>My travel tales and plans Students reflect on their own travel tales and consider what is essential when planning a trip and travelling at home and abroad.</p>
<p>The French-speaking communities Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language.</p>	<p>Australia as a travel destination Students explore Australia as a destination for French-speaking travellers and consider how they would prepare a French speaker for a trip to Australia.</p>
<p>The changing world Students explore information and communication technologies and the effects of change and current issues in the global community.</p>	<p>Travel in a modern world Students consider how technology is changing world travel, influencing the way people plan their holidays, and communicate with others while away.</p>

FRENCH: SECOND LANGUAGE ATAR UNITS 1 & 2 (YEAR 12: UNITS 3 & 4)

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

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

Overseas Exchange

It is highly recommended that students studying French become involved in an exchange program in a French speaking country where they are immersed in the language and culture, and experience family and school life. There are various options available, including the four week linguistic and cultural exchange on Reunion Island which is available to Year 10, 11 & 12 students. There also exist opportunities through Round Square to study in France and Canada. The benefits gained from these exchange programs are numerous, and although exchange trips are not a compulsory part of this course, they are highly recommended. For more information, including application forms for these exchanges, please contact the French Department or Round Square office.

Course Outcomes

In the French: Second Language course, communication is paramount. Students develop the skills and knowledge to communicate in French. Communication involves the ability to comprehend, interpret and produce visual, spoken and written texts. Communication is facilitated through the achievement of four types of communication: Listening and responding, Viewing, Reading and responding, Writing and Spoken interaction.

Learning contexts and topics:



Unit 1 C'est la vie! (That's life!).

Learning contexts	Topics
The individual Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.	My daily routine Students reflect on their daily routine at home and school and popular activities: sport and socialising in their lives and the lives of young French people.
The French-speaking communities Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language.	French sports and leisure Students consider popular traditional and modern sports and leisure activities enjoyed by French people.
The changing world Students explore information and communication technologies and the effects of change and current issues in the global community.	Leading a healthy lifestyle Students consider current issues in the global community that relate to healthy living, the importance of physical activity and maintaining a well-balanced lifestyle.

Unit 2 Voyages (Travel)

Learning contexts	Topics
The individual Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.	My travel tales and plans Students reflect on their own travel tales and discuss what is essential when planning a trip and travelling at home and abroad.
The French-speaking communities Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language.	Australia as a travel destination Students explore Australia as a destination for French-speaking travellers and discuss how they would prepare a French speaker for a trip to Australia.
The changing world Students explore information and communication technologies and the effects of change and current issues in the global community.	Travel in a modern world Students consider how technology is changing world travel, influencing the way people plan their holidays, and how they communicate with others while away.



ARTS LEARNING AREA

COURSE PATHWAYS

YEAR 11	YEAR 12
Drama ATAR	Drama ATAR
Drama GENERAL	Drama GENERAL
Music ATAR	Music ATAR
Certificate III Music (2 year program)	Certificate III Music (2 year program)

DRAMA ATAR

Drama is part of our everyday life and is one of the oldest art forms. Through taking on roles and enacting real and imagined events, performers engage audiences who suspend their disbelief to enter the world of the drama. Through drama, human experience is shared. Drama entertains, informs, communicates and challenges. It is a vibrant and varied art form found in play, storytelling, street theatre, festivals, film, television, interactive games, performance art and theatres.

In the Drama course, students achieve outcomes through the key activities of creation, performance and reflection. They explore and communicate ideas and learn particular processes and skills to enable them to work with drama forms, styles, conventions and technologies. Students understand drama in the context of their own society and culture; they draw on a diverse range of drama from other cultures, places and times to enrich their inter-cultural understanding.

The Drama course focuses on aesthetic understanding and drama in practice as students integrate their knowledge and skills. In this course, students engage in processes such as improvisation, play building, text interpretation, writing and dramaturgy to create original drama and interpret a range of texts devised by others. Their work in this course will include production and design aspects involving sets, costumes, makeup, props, promotional materials, stage management, front of house activities and sound and lighting. The course encourages students to present drama to a range of audiences in different performance settings. Through drama, students can understand the experience of other times, places and cultures in a meaningful and enjoyable way. They understand the economic factors that affect drama practice and explore the vocational opportunities that drama offers.

While some students intend to make a career of drama and related fields, students also participate in drama for enjoyment and satisfaction. Through drama students experience the pleasure that comes from developing personal skills, knowledge and understandings that can be transferred to a range of careers or situations. Drama builds confidence, empathy, understanding of human experience and a sense of identity and belonging.

At BCGS, the Drama course is offered over four semester units in Years 11 and Year 12. All students taking Drama units will sit both performance and written examinations.

Compulsory WACE Performance Examinations are held during the October holidays in Year 12.

DRAMA GENERAL

The Drama General course focuses on drama in practice and aesthetic understanding as students integrate their knowledge and skills. They engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy. This allows them to create original drama and interpret a range of texts written or devised by others by adapting the theoretical approaches of drama practitioners like Stanislavski and Brecht. Students' work in this course includes production and design aspects involving directing, scenography, costumes, props, promotional materials, and sound and lighting. Increasingly, students use new technologies, such as digital sound and multimedia. They present drama to make meaning for a range of audiences and adapt their drama to suit different performance settings. The focus in this course is primarily on ensemble performance and teamwork.



MUSIC (CERTIFICATE III)

Certificate III in Music is a nationally recognised qualification aimed at students who want to develop various skills in music. Students enrolling in this course will be given the opportunity to participate in music making with others and their participation in school and community ensembles will be recognised. They will develop composition and song writing skills whilst also studying other aspects of the industry including managing and organising performances. Students who are currently learning an instrument would typically select this course. Units of competency include:

- Implement copyright arrangements
- Plan a career in the creative arts industry
- Work effectively in the music industry
- Prepare for performances
- Perform music as a soloist
- Perform music as part of a group
- Develop musical notation skills
- Compose simple musical pieces using music technology

This course is suitable for all musicians from beginners through to accomplished performers. Students work independently and progress through 11 units over two years.

MUSIC ATAR

The Music ATAR course in Year 11 is a highly challenging course which requires a commitment to solo performance as well as developing skills in the areas of aural work, theory, composition, arrangements and historical analysis. The course is designed to help students understand the development of Western Art music, contemporary music and jazz. Over the course of two years, students will study music from a range of composers and artists including Louis Armstrong, The Beatles, Amy Beach, Duke Ellington, Queen, Billie Holiday, John Adams, Baker Boy and many more. Topics of study are arranged as follows:

Unit 1: Elements

What are the building blocks that make music work? How are these building blocks applied across different times, places and cultures? Students will develop a greater awareness of the stylistic considerations that inform the music they analyse, compose and perform, and the interrelationships that exist between these music elements.

Unit 2: Narratives

How can music tell a story? How can music elements be manipulated to expressively communicate narratives? This unit aims to develop a more sophisticated understanding of how music elements have been manipulated for specific storytelling purposes by applying critical listening and thinking skills.

Unit 3: Identities

What can music tell us about people? How can music be used as a powerful form of expression? Students will analyse and understand ways in which the elements and characteristics of music can be applied to express:

- personal identity
- socio-political identity
- cultural identity

Unit 4: Innovations

What drives a composer to create something truly different? Innovation within music is a result of ideas driven by personal experience, and socio-political and cultural influences. Students will analyse and understand music that demonstrates innovative use of music elements and concepts, responding to how this challenged, further developed or reimagined music traditions to create new ideas, and communicate new meanings.



Solo performance is compulsory; all musicians other than pianists are required to have an accompanist, the cost of which must be borne by the student. **Compulsory WACE performance examinations are held in Perth during the October school holidays in Year 12.**



HEALTH & PHYSICAL EDUCATION LEARNING AREA

COURSE PATHWAYS

YEAR 11	YEAR 12
Certificate II Sport & Recreation	Certificate II Sport & Recreation
Certificate II in Outdoor Recreation	Certificate II in Outdoor Recreation
Physical Education Studies ATAR Units 1 & 2	Physical Education Studies ATAR Units 3 & 4

Physical activity is significant in many people's lives and makes an extensive contribution to the fabric of contemporary societies. It is a source of enjoyment and personal challenges and a focus in efforts to lead healthier lives. It brings together people from diverse cultures, communities and countries.

As a process, physical education increases our readiness for and interest in socially responsible involvement in competitive, co-operative or expressive physical activities. The Physical Education Studies course will appeal to a broad spectrum of students, with varying backgrounds, physical activity knowledge and dispositions, including students with disabilities. The emphasis is on learning through movement and personalised learning experiences to achieve progress towards the course outcomes of Physical Activity Skills; Self-management and Interpersonal Skills for Physical Activity; Knowledge and Understandings for Physical Activity and Values and Attitudes for Physical Activity. The course is designed to challenge students to consider issues such as what it really takes to prepare for and become good at physical activities; why so many people advocate physical activity, but significant numbers find it difficult to fit into their daily lives; what it takes to create programs that can enhance their own and others' readiness for, interest and ability in physical activity.

Students undertaking the Physical Education Studies course will progressively develop skills, knowledge and understanding that will enable them to pursue their personal interests and potential in physical activity as athletes, coaches, officials and/or administrators. It will prepare them to play an active role in the development of communities and societies. Enhanced self-understanding and respect and concern for others, whatever their interests and abilities in relation to physical activity, are a focus throughout the course.

Students achieving the course outcomes will be well prepared for a range of post-school destinations, including immediate employment, or tertiary studies. They will be valuable recruits to an increasingly diverse range of employment opportunities in the sport, leisure and recreation industries, in education, sport development, youth work and health and medical fields linked to physical activity and sport. They will also be well positioned to take on the roles of volunteers and leaders in community activities.

For students entering Year 11 in 2023, the Physical Education Studies ATAR course will be offered for students who may use their results to gain university entrance. No prerequisites are essential but a genuine interest in and a sound understanding of biological sciences in lower school would be an advantage.

All courses have a compulsory practical component. The practical units studied will depend on the interests and abilities of the group. Students selecting this course should be prepared to participate to the best of their ability in all of the chosen sports.

The ATAR course has a compulsory external practical assessment which is held during the Term 3 (October) holidays. Students must be available to complete this assessment during this holiday period.



CERTIFICATE II IN SPORT AND RECREATION

This nationally recognised qualification features a mixture of practical and theoretical components and is delivered **across two years**. Students will complete competencies in 13 core and elective units and will participate in a range of sporting and recreational activities, whilst also developing an understanding on how to assist in coaching and the management of sport.

At the completion of this course students will be issued with a Certificate II in Sport & Recreation, as well as First Aid qualifications, Australian Institute of Sport Coaching and Officiating certificates and the Worksafe SmartMove Safety Passport Program.

This course provides students with the skills and knowledge that will enhance their employment prospects in the sport and recreation industries. In addition to gaining an industry recognised qualification, it can also be a stepping-stone to higher level courses or allow students to further their studies in sport and recreation at a tertiary level.

Students who select this course should expect to commit to it for both Year 11 and Year 12 to gain full qualification.

CERTIFICATE II IN OUTDOOR RECREATION

Through interaction with the natural world, Outdoor Recreation aims to develop an understanding of our relationships with the environment, others and ourselves. This nationally recognised qualification features a mixture of practical and theoretical components and is delivered in one year. The BCGS campus, particularly the bushland areas, is ideally suited to a range of outdoor adventure activities and our close proximity to other local environments including the forests, ocean, beaches and rivers means that we can focus on outdoor activities in a range of settings. The activities offered may include bushwalking, sailing, paddling, navigation, bush cooking, surfing, paddleboarding as well as cultural awareness, first aid and skippers ticket sessions.

Technological knowledge relevant to adventure in the outdoors may also be considered. The course provides students with an opportunity to develop essential life skills and physical activity skills, and an opportunity to develop a comprehensive understanding of the environment and develop a positive relationship with nature. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and careers in outdoor pursuits, environmental management, or eco-tourism.

This qualification is suitable for an Australian Apprenticeship pathway and is suitable for those who have a passion for the natural environment, enjoy participating in outdoor recreation or who may be interested in working in the Outdoor Recreation industry.



HUMANITIES & SOCIAL SCIENCES LEARNING AREA

COURSE PATHWAYS

YEAR 11	YEAR 12
Accounting & Finance ATAR Units 1 & 2	Accounting & Finance ATAR Units 3 & 4
Career & Enterprise GENERAL Units 1 & 2	Career & Enterprise GENERAL Units 3 & 4
Economics ATAR Units 1 & 2	Economics ATAR Units 3 & 4
Geography ATAR Units 1 & 2	Geography ATAR Units 3 & 4
Modern History ATAR Units 1 & 2	Modern History ATAR Units 3 & 4
Politics & Law ATAR Units 1 & 2	Politics & Law ATAR Units 3 & 4

It is recommended for all Senior School Society and Environment courses that students achieve a B in Course 1, or an A in Course 2 as a minimum in Year 10, if selecting an ATAR course in Year 11. The Year 11 syllabus for each course is divided into two units, each of one semester duration, which are typically delivered as a pair. It is possible to pick up a humanities course in Year 12 if it has not been taken in Year 11 (excluding Accounting & Finance). However, this choice should be considered very carefully as there are often foundation knowledge and skills developed in Year 11 which are necessary for Year 12. A General Course in both History and Geography is offered to gauge interest. The School is likely to be able to offer one General course of the two offered, based on student interest.

ACCOUNTING AND FINANCE

Financial matters affect every member of our society. Everyone has to make numerous financial decisions on a business level, many of them with significant consequences. The course aims to make students financially literate by creating an understanding of the systems and processes through which financial practices and decision-making are carried out, as well as the ethical, social and environmental issues involved. It helps students to analyse and make informed decisions about finances. Students will develop an understanding of the fundamentals on which accounting and financial management is based. In our current economic environment, where small businesses are the largest employer, many students will find themselves self-employed and there is a high probability that they will have to engage in some form of accounting practices.

ACCOUNTING AND FINANCE ATAR COURSE

The Accounting and Finance ATAR course focuses on financial literacy and aims to provide students with the knowledge, understandings and a range of skills that enables them to make sound financial judgments. Students develop an understanding that financial decisions have far reaching consequences for individuals and business. The course will provide students with the understanding of the systems and processes through which financial practices and decision making are carried out, as well as the ethical, social and environmental issues involved. Through the preparation, examination and analysis of a variety of financial documents and systems, students develop an understanding of the fundamental principles and practices upon which accounting and financial management are based. An understanding and application of these principles and practices enables students to analyse their own financial data and that of businesses and make informed decisions, forecasts of future performance, and recommendations based on that analysis.

Unit 1 - The focus for this unit is on double entry accounting for small businesses.

Unit 2 - The focus for this unit is on accrual accounting.

Assessment in Accounting and Finance ATAR course

- Projects (10%)
- Tests (50%)
- Examinations (40%)



CAREER AND ENTERPRISE GENERAL

Career education involves learning to manage and take responsibility for your personal career development. The Career and Enterprise General course involves:

- Helping you to recognise your individual skills and talents
- Using this understanding to assist you in planning a career, as well as gaining and keeping work.
- The course develops a range of work skills and an understanding of the nature of work.

Key components of the course include;

- Linking personality types to career choices and how this may affect you
- Identifying entrepreneurial behaviours
- The exploration of social, cultural and environmental issues that affect work, workplaces and careers

This is a course designed to assist all students in helping them to identify expectations after school life has ended. It will allow students to develop an understanding of themselves in the work sense and then assist them in finding possible jobs or careers that may suit them. For students who do not know what they wish to do, or know of the opportunities in the wider community, this course may just be for you. For those that do know, the skills you learn and develop may just give you that little extra in what will certainly be a tough job market over the next five to ten years.

ECONOMICS

Not so many years ago, anything to do with the economy was kept strictly in the business section of the newspaper. Front pages were for crime, sport or the antics of celebrities. Now economics dominates our media, our governments, and our culture. Issues such as the global financial crisis, price of oil, interest rates, inflation, alternative energy sources, solutions to global warming, retirement planning, wages and working conditions are constantly in the news. Economic literacy is essential for survival in our complex modern world.

This Economics course investigates the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with a limited number of resources. Each individual and group in society must economise. The economic literacy developed through this course is a key aspect of personal development and education for life. The topics studied cover issues such as markets, prices, money, trade, business behaviour, investment, taxation, unemployment, inflation and government policies.

ECONOMICS ATAR

Economics explores the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources. The Economics ATAR course aims to develop students' ability to analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing. The study of Economics provides a framework for examining society's issues and identifying possible solutions which assist decision making. The emphasis of the course is on the Australian economy.

Unit 1 – Microeconomics

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

Unit 2 – Macroeconomics

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

Assessment in Economics Assessment in Economics includes the following formats:

- Short Answer
- Data Interpretation
- Extended Answer
- Examination



Students are also expected to have an awareness and understanding of current economic events and are encouraged to take note of economic issues featured in the media.

GEOGRAPHY

The study of People and Places.

Geography is underpinned by an enquiry based approach to learning that consolidates and expands students' understanding of the world and people and environments. Geographic enquiry of a topic or issue involves investigation, communication and participation - all valid and useful workplace skills.

One of the key skills developed through the study of Geography is problem solving. This is identified by employers across a range of careers as a most valuable asset in potential employees. Geography develops this skill through the identification and analysis of problems. Geography leads into a wide area of employment from town planning to agriculture and environmental studies.

Geography's place in your studies

Geography covers a broad range of topics which investigate natural and human environments and the impact of people on them. Physical Geography investigates the processes which operate within the Earth's systems, while human geography investigates people, their lifestyle, cultures, movements and population characteristics.

GEOGRAPHY ATAR

The study of the Geography ATAR 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, international integration in a range of spatial contexts, land cover transformations, and the challenges affecting the sustainability of places. In the ATAR course, students learn how to collect information from primary and secondary sources, such as field observation and data collection, mapping, monitoring, remote sensing, case studies and reports.

Unit 1 – Natural and ecological hazards

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

Unit 2 – Global networks and interconnections

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

MODERN HISTORY

History is the study and practice of making meaning of the past with a view to understanding the present. It engages us with the ideas, beliefs and values that shape and influence our lives. At the same time, it helps us clarify our own beliefs and values compared to those of others. Studying Modern History provides enjoyment and the knowledge gained reveals the background and some of the driving forces behind present local and global issues. Investigating the past helps students to understand why and how groups and/or societies changed or resisted changes.

MODERN HISTORY ATAR

Studying the Modern History ATAR course enables students to become critical thinkers and helps inform their judgments and actions in a rapidly changing world. Students are exposed to a variety of historical sources, including government papers, extracts from newspapers, letters, diaries, photographs, cartoons, paintings, graphs and secondary sources, in order to determine the cause and effect, and the motives and forces influencing people and events. Through the process of historical inquiry, students are encouraged to question and evaluate historical sources; identify various representations and versions of history; use evidence to formulate and support their own interpretations; and communicate their findings in a variety of ways.

Unit 1 – Understanding the modern world



This unit provides an introduction to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them, such as liberty, equality and fraternity. The context for this unit at BCGS is The American Experience 1907 - 1941

Unit 2 – Movements for change in the 20th century

This unit examines significant movements developed in response to the ideas studied in Unit 1 that brought about change in the modern world and that have been subject to political debate. The unit focuses on the ways in which individuals, groups and institutions challenge authority and transform society. The context for this unit at BCGS is Nazism in Germany.

POLITICS & LAW

Is democracy really the “least worst political system” as Winston Churchill assessed? How does a judge “make” law? Is the Australian Prime Minister too powerful? Is every citizen’s vote worth the same value?

These are questions that can confront Australian citizens every day, yet without knowledge of how our political and legal systems work, we are powerless to either preserve the best or change for the better. This course provides students with the opportunity to develop knowledge and understanding of the institutions, processes and practices of politics and law in Australia (mostly) and other countries. The knowledge, skills and values examined by the course allow students to become informed, active participants in the political and legal decisions that affect their lives and communities.

Politics and Law provides students with:

- Knowledge to help them understand the news, current affairs and to participate in the democratic process.
- A clear advantage for those who wish to pursue Law in tertiary study or as a career.
- Confidence and fluency in legal and political terminology.
- Skills to criticise and hold to account those who hold the power to influence their own lives.
- The ability to interpret political and legal data and communicate argument supported by fact.

POLITICS AND LAW ATAR

The Politics and Law ATAR course provides a study of the processes of decision making concerning society’s collective future. It aims to develop the knowledge of the principles, structures, institutions and processes of political and legal systems primarily in Australia. It brings together the executive, legislative and judicial branches of government to demonstrate how society is governed and how each branch of government is held to account. It examines the democratic principles practised in Australia and makes comparisons with other political and legal systems.

Unit 1 – Democracy and the rule of law

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

Unit 2 – Representation and justice

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

Assessment in Politics and Law

Assessment is continuous throughout the year. Assessments include source analysis, short answer tests, investigations, essays and examinations.



MATHEMATICS LEARNING AREA

COURSE PATHWAYS

YEAR 11	YEAR 12
Mathematics Essential General Unit 1 & 2	Mathematics Essential General Unit 3 & 4
Mathematics Applications ATAR Unit 1 & 2	Mathematics Applications ATAR Unit 3 & 4
Mathematics Methods ATAR Unit 1 & 2	Mathematics Methods ATAR Unit 3 & 4
Mathematics Specialist ATAR Unit 1 & 2	Mathematics Specialist ATAR Unit 3 & 4

The Mathematics learning area offers ATAR or General courses in Years 11 and 12. These are:

MATHEMATICS ATAR COURSES

comprising of Year 11 and 12 courses:

- Mathematics Applications - Units 1, 2, 3 and 4
- Mathematics Methods - Units 1, 2, 3 and 4
- Mathematics Specialist - Units 1, 2, 3 and 4

Students will study a course over the year, according to their ability level and career aspirations.

Please note that Mathematics Specialist – Units 1, 2, 3 and 4 MUST be paired with Mathematics Methods – Units 1, 2, 3 and 4.

MATHEMATICS METHODS ATAR

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

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

MATHEMATICS SPECIALIST ATAR

This course provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Mathematics Specialist contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods course, as well as demonstrate their application in many areas. The Mathematics Specialist course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. Mathematics Specialist is the only ATAR mathematics course that should not be taken as a stand-alone course and it is recommended to be studied in conjunction with the Mathematics Methods ATAR course as preparation for entry to specialised university courses such as engineering, physical sciences and mathematics.

MATHEMATICS APPLICATIONS ATAR

This course focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities 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. The course is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at further education institutions or university.

MATHEMATICS GENERAL COURSE

- Comprising of Year 11 and 12 courses
- Mathematics Essential Units 1, 2, 3 and 4.

MATHEMATICS ESSENTIAL GENERAL

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

COURSE PATHWAYS

The following indicate possible pathways with pre-requisites and require successful completion of Year 11 units before progression to Year 12, higher level units.

Year 11 Course	Year 10	Sem 1 Grade	Year 12 Course
Mathematics Methods 1 & 2 Mathematics Specialist 1 & 2	BCGS – Mathematics Course 1	A or strong B	Mathematics Methods 3 & 4 Mathematics Specialist 3 & 4
Mathematics Methods 1 & 2	BCGS - Mathematics Course 1	A, B or strong C	Mathematics Methods 3 & 4
Mathematics Applications 1 & 2	BCGS - Mathematics Course 1 BCGS – Mathematics Course 2	C, D A, B or C	Mathematics Applications 3 & 4
Mathematics Essential 1 & 2	BCGS – Mathematics Course 2 BCGS – Mathematics Course 3	D A, B or C	Mathematics Essential 3 & 4

It is expected that students move to the higher course in Year 12 as they are not permitted to repeat Year 11 courses as a Year 12 student. Depending on the timetable and their success level in Year 11, students may elect to attempt a lower course in Year 12. For example, Year 11 Mathematics Methods then Year 12 Mathematics Applications but this should be discussed with class teachers.



SCIENCE LEARNING AREA

COURSE PATHWAYS

YEAR 11	YEAR 12
Human Biology General Units 1 & 2	Human Biology General Units 3 & 4
Science in Practice General Units 1 & 2	Science in Practice General Units 3 & 4
Biology ATAR Units 1 & 2	Biology ATAR Units 3 & 4
Chemistry ATAR Units 1 & 2	Chemistry ATAR Units 3 & 4
Human Biology ATAR Units 1 & 2	Human Biology ATAR Units 3 & 4
Physics ATAR Units 1 & 2	Physics ATAR Units 3 & 4
Psychology ATAR Units 1 & 2	Psychology ATAR Units 3 & 4

Studying Senior Secondary Science provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. A General Course in both Human Biology and Physics is offered to gauge interest. The School is likely to be able to offer one General course of the two offered, based on student interest.

GENERAL COURSES

These courses are designed to be practical based and allow students to look at everyday problems and investigate ways these can be solved. These courses have no external examination. However, there will be an external set question based on one aspect of the course for which students will be given the appropriate scaffolding in Year 12. This task will be completed in school during lesson time and marked by the class teacher.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills, challenge themselves to identify questions, and draw evidence-based conclusions using scientific methods.

Although we would like to offer both of these General courses the final timetable will be determined by students' interests.

GENERAL SCIENCE IN PRACTICE UNITS 1 & 2

Science in Practice is a course grounded in the belief that science is, in essence, a practical activity. From this stems the view that conceptual understandings in science derive from a need to find solutions to real problems in the first instance. The inquiring scientist may then take these understandings and apply them in a new context, often quite removed from their original field.

This course seeks to reflect this creative element of science as inquiry. It should involve students in research that develops a variety of skills, including the use of appropriate technology and an array of diverse methods of investigation. This course enables them to investigate science issues in the context of the world around them and encourages student collaboration and cooperation with community members employed in scientific pursuits.

It requires them to be creative, intellectually honest, to evaluate arguments with scepticism, and to conduct their investigations in ways that are safe, ethical, fair and respectful of others.

Units 1 and 2

Units should integrate concepts, ideas and associated skills from each content area and use a contextual approach that utilises learning experiences from aspects of at least two of the science disciplines – Biology, Chemistry, Earth Science and Physics, with a minimum of three different science disciplines integrated across the pair of units. Units of work developed through contexts enable students to identify science in their world and understand the importance of science in their lives.



ATAR COURSES

These courses are designed for students who require an ATAR score for university entrance. There is a large amount of knowledge to learn, and students need to be able to understand the concepts being taught and apply them to novel situations in tests and examinations. These courses will be assessed mainly by tests and examinations; however, we will be using practicals to explain the main concepts.

BIOLOGY ATAR UNITS 1 & 2

Biology is the study of the fascinating diversity of life as it has evolved and as it interacts and functions. Investigation of biological systems and their interactions, from cellular processes to ecosystem dynamics, has led to biological knowledge and understanding that enable us to explore and explain everyday observations, find solutions to biological issues, and understand the processes of biological continuity and change over time.

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

The Biology ATAR course aims to develop students':

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

Unit 1 – Ecosystems and biodiversity

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

Unit 2 – From single cells to multicellular organisms

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

This course requires both recall of information and the ability to apply ideas to novel situations. It should not be regarded as the 'easy science'.

CHEMISTRY ATAR UNITS 1 & 2

The Chemistry course equips students with a knowledge and understanding of chemistry to enable them to appreciate the natural and built environment, its materials, and interactions between them. The course helps students to predict chemical effects, recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. This enables students to confidently and responsibly use the range of materials and substances available to them.

Studying Chemistry provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. An understanding of chemistry is relevant to a range of careers, including those in forensic science, environmental science, engineering, medicine, dentistry, pharmacy and sports science. Additionally, chemistry knowledge is valuable in occupations that rely on an understanding of materials and their interactions, such as art, winemaking, agriculture and food



technology. Some students will use this course as a foundation to pursue further studies in chemistry, and all students will become more informed citizens, able to use chemical knowledge to inform evidence-based decision making and engage critically with contemporary scientific issues.

The Chemistry ATAR course aims to develop students':

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

Unit 1 – Chemical fundamentals: structure, properties and reactions

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

Unit 2 – Molecular interactions and reactions

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

During the course students will have the opportunity to be involved in practical work. Some will be investigative in nature and require students to apply their knowledge.

HUMAN BIOLOGY ATAR

Human Biology covers a wide range of ideas relating to the functioning human. Students learn about themselves, relating structure to function and how integrated regulation allows individuals to survive in a changing environment. They research new discoveries that are increasing our understanding of the causes of dysfunction, which can lead to new treatments and preventative measures. Reproduction is studied to understand the sources of variation that make each of us unique individuals. Through a combination of classical genetics, and advances in molecular genetics, dynamic new biotechnological processes have resulted. Population genetics is studied to highlight the longer term changes leading to natural selection and evolution of our species.

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

The Human Biology ATAR course aims to develop students':

- sense of wonder and curiosity about the human body and how it adapts to the environment
- understanding of how body systems interact and are interrelated; the flow of matter and energy through and between these systems
- understanding of major biological concepts, theories and models related to Human systems at all scales, from subcellular processes to a complete person



- understanding of the human systems with dissections of various organs to show their structure and relate it to their functions
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Unit 1 – The functioning human body

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

Unit 2 – Reproduction and inheritance

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

This course requires both recall of information and the ability to apply ideas to novel situations. It should not be regarded as the 'easy science'.

PHYSICS ATAR UNITS 1 & 2

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

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

The Physics ATAR course aims to develop students':

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

Unit 1 – Thermal, nuclear and electrical physics

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

Unit 2 – Linear motion and waves

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



Experience has shown that it is important that students are confident in mathematics. Graphics calculators are not permitted in Physics assessments.

PSYCHOLOGY ATAR UNITS 1 & 2

In the Psychology ATAR course students will be introduced to psychological knowledge which supports an understanding of the way individuals function in groups. Students learn about major psychological models and theories, and the methods used to conduct scientific investigations in the discipline of psychology. Students apply research methods and ethical principles as they analyse data to illustrate how empirical procedures are used to examine phenomena, such as memory, attention, attitudes, personality and group behaviour. Acquiring this foundation of scientific method and critical thinking is a valuable skill which students can apply throughout their study, work and everyday lives.

Unit 1 – Biological and lifespan psychology

This unit introduces psychology as an inquiry-based discipline. Students begin to learn concepts associated with psychological theories, studies and models, which develop and change over time, to explain human emotion, cognition and behaviour. Students learn the basic structure of the central nervous system and some effects of this structure on the way humans think, feel and behave. They are introduced to several methods used to study the brain. The unit introduces lifespan psychology with a key focus on adolescent development. Students have the opportunity to understand the impact of developmental change on human thoughts, feelings and behaviours. They extend their understanding of developmental processes through learning the role of attachment and identifying stages of development according to specified theorists.

Unit 2 – Attitudes, stereotypes and social influence

This unit focuses on the influence of others on human behaviour, cognition and emotion. Students explore the function and effect of attitudes and apply the tripartite model of attitude structure to develop a more complex understanding. Students explore theories of cognitive dissonance, social identity and attribution with reference to relevant psychological studies, and apply these theories to real-world experiences. The unit introduces social influences. Students learn the role of stereotypes and the relationship between attitudes, prejudice and discrimination in a range of areas. They learn about the relationship between social influence and the development of prosocial and antisocial behaviours. Students extend their understanding of Science inquiry and the way psychological knowledge develops over time and in response to ongoing research.



TECHNOLOGIES LEARNING AREA

COURSE PATHWAYS

YEAR 11	YEAR 12
Applied Information Technology ATAR Units 1 & 2	Applied Information Technology ATAR Units 3 & 4
Food Science & Technology GENERAL Units 1 & 2	Food Science & Technology GENERAL Units 3 & 4
Design ATAR Units 1 & 2	Design ATAR Units 3 & 4
Design GENERAL Units 1 & 2	Design GENERAL Units 3 & 4
Materials Design & Technology Metal or Wood GENERAL Units 1 & 2	Materials Design & Technology Metal or Wood GENERAL Units 3 & 4
Media Production and Analysis ATAR	Media Production and Analysis ATAR
Media Production and Analysis GENERAL	Media Production and Analysis GENERAL
Visual Arts ATAR	Visual Arts ATAR
Visual Arts GENERAL	Visual Arts GENERAL

APPLIED INFORMATION TECHNOLOGY UNITS 1 & 2 (YEAR 12: UNITS 3 & 4)

There are no formal pre-requisites for Units 1 and 2 in Year 11, however, previous study in Year 10 Applied Information Technology would be highly desirable. In Year 12 Units 3 and 4, students are required to have studied Units 1 and 2 in Year 11.

APPLIED INFORMATION TECHNOLOGY ATAR

The Applied Information Technology ATAR course provides students with the knowledge and skills to use a range of computer hardware and software to create, manipulate and communicate information in an effective, responsible and informed manner.

Students develop:

- an understanding of computer systems;
- the management of data; and
- the use of a variety of software applications to investigate, design, construct and evaluate digital products and digital solutions.
- Students investigate client-driven issues and challenges, devise solutions, produce models or prototypes and then evaluate and refine the developed digital product and solution.

The course offers pathways to further studies and a range of technology-based careers, and a set of skills that equip students for the 21st century and give them an appreciation of the impact of information technology on society.

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



Unit 1 – Media Information and Communication Technologies

Unit description

This unit focuses on the use of digital technologies to create and manipulate digital media. Students use a range of applications to create visual and audio communications. They examine trends in digital media transmissions and implications arising from the use of these technologies.

Unit content

This unit includes the knowledge, understandings and skills described below.

The content of this unit encompasses theoretical aspects (Knowledge) and practical aspects (Skills). It is divided into five content areas:

- Design concepts
 - Hardware
 - Impacts of technology
 - Application skills
 - Project management

Tasks

Tasks could include the creation of a digital information product detailing computer components and their impact performance. They could also create a digital solution to a small business in the form of a website or other digital product.

Unit 2 – Digital Technologies in Business

Unit description

This unit focuses on the skills, principles and practices associated with various types of documents and communications. Students identify the components and configuration of networks to meet the needs of a business. Students design digital solutions for clients being, mindful of the various impacts of technologies within legal, ethical and social boundaries.

Unit content

This unit includes the knowledge, understandings and skills described below.

The content of this unit encompasses theoretical aspects (Knowledge) and practical aspects (Skills) of the Applied Information Technology ATAR course. It is divided into five content areas:

- Managing data
- Networks
- Impacts of technology
- Application skills
- Project management

Tasks

In this unit students could be asked to analyse and provide possible solutions to network creation in a small business or home environment. They may also be asked to create an information product on the impact of technology on society.

DESIGN ATAR UNITS 1 & 2

This course will be mainly taught within the context of Photography but includes many graphic design concepts including aspects of layout, logo design and typography. The major focus of the Design course is the manipulation and understanding of photographic and design based equipment, concepts and software to produce considered and compositionally structured photographs, graphic layouts and persuasive visual communications. The courses are practical in nature, but also require an understanding of design principles, processes and methods. Students will look at photography through product, cultural, commercial and influential design ideas to produce portfolios of work.

Students will have the opportunity to develop skills necessary to produce images to a high level of finish and detail. Some of these skills include:

- Operation of digital cameras
- Studio lighting set-ups



- Printing on different mediums
- Use of editing software Photoshop
- Use of design and layout software Illustrator
- Development of folio work
- Presentation and display of images

There are no formal pre-requisites for Units 1 and 2; however, previous study in either Year 10 Creative Design and, to a lesser degree, Year 10 Technical Design would be desirable.

Units 3 and 4 in Year 12 require students to have studied Units 1 and 2 in Year 11.

This course would be of benefit to students interested in courses in Design, Photography, Advertising, Interior Design and other technical or creative areas.

Year 11 Design Units 1 and 2 ATAR

This course introduces students to the concepts of commercial design by developing skills that enable them to communicate a commercial message more effectively through the use of photographic design. These skills will enable them to generate work that is used to inform and persuade people through forms of advertising.

Unit 1 – Product Design

This unit takes the context of product design where students learn and create products of a commercial nature such as fashion, still life, product photography.

Unit 2 – Cultural Design

This unit takes a more cultural context using visual communication to transmit social representations such as music festival posters, formal portraits and community photography.

FOOD SCIENCE & TECHNOLOGY GENERAL

In the Food Science and Technology General course, students develop their interests and skills through the design, production and management of food-related tasks. They develop knowledge of the sensory, Physical, chemical and functional properties of food and apply these in practical situations. Students explore innovations in science and technology and changing consumer demands.

Students will develop knowledge of food, its properties and how to apply this knowledge to practical situations. They will explore food and food production techniques and equipment. Combining food production skill and the knowledge of food nutrition they will be able to look at food habits, the changes in food patterns and innovations that drive consumer demands.

The Food Science and Technology General course enables students to connect with further education, training and employment pathways and enhances employability and career opportunities.

Food Science and Technology General does not have exams but does have an externally set task that all students complete for moderation purposes.

MATERIALS DESIGN AND TECHNOLOGY GENERAL

Context: Metal or Wood

Each unit is directed by four learning outcomes:

- Applying a technology process;
- Understanding the use of materials;
- Using technology skills; and
- Understanding materials, society and the environment.

The Materials Design and Technology course aims to prepare all students for a future in a technological and material world by providing the foundation for lifelong learning about how products are designed and how materials are developed and used.



Unit 1 - Students interact with a variety of items that have been specifically designed to meet certain needs. Students are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they design.

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

Unit 2 - Students interact with products designed for a specific market. They use a range of techniques to gather information about existing products and apply the fundamentals of design. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing what they design. Throughout the process, students learn about the origins, classifications, properties and suitability for end use of materials they are working with. Students are introduced to a range of technology skills and are encouraged to generate ideas and realise them through the production of their design projects. They work within a defined environment and learn to use a variety of relevant technologies safely and effectively. Students, in consultation with teachers, select projects of interest and then design and make products suitable for a specific market.

MEDIA PRODUCTION AND ANALYSIS ATAR

As one of the world's fastest growing industries there is no better time than to understand the impact Media has on our society and culture. It is a source of information, education and entertainment.

Behind every media product are the producers; the men and women involved in the design, making, editing and final appearance of the product. These people make decisions about the target audience, the style of the product, the story to be told and the best way to tell it. Their work is characterised by decisions about what to include and what to leave out.

The Media Production and Analysis ATAR course is highly rewarding and productive for students. They have the opportunity to investigate current and past media content and explore and develop their creative production skills to produce their own media work. The course gives students the chance to critique how we are entertained, informed, and how we communicate on a daily basis. The production aspect also provides students with the opportunity to learn professional programs such as the Adobe Creative Suite and hear from special guest presenters in the media industry.

The Media Production and Analysis ATAR course is assessed using both written and practical assessment tasks.

MEDIA PRODUCTION AND ANALYSIS GENERAL

A course that is designed for students who want to learn about Media in a practical real-world application. Media is part of many occupations now and this course is weighted to primarily be production based with some written work, which concentrates on the techniques used within the Media industry to convey a message.

Students will have the opportunity to create projects for festivals, competitions and clients, learning to enhance their production skills without the added pressure of examinations. It is a highly rewarding course, as it allows students to challenge themselves in their knowledge and understanding of the Media industry, building important skills for their future.

VISUAL ARTS

Visual Arts is an exciting, dynamic course that allows students to develop both practical creative skills, problem solving abilities and analytical ways of thinking. The course promotes innovation in thinking and practical methods. Students are encouraged to develop a personalised view of the world, while gaining knowledge and appreciation of the wider world of art and culture, looking both at international movements and Australian art.



Visual Arts has two key components, art making and art interpretation. Art making is the practical development and production of art. It requires students to research and develop ideas which are then resolved as final art works. Students may specialise in a range of studio areas, including drawing, painting, print making, graphic design, sculpture, photography, fashion design and multi-media design. All practical work must be resolved to a standard where it may be exhibited. Art interpretation requires students to analyse art, it may be their own artwork or that of a famous artist or art movement. Student's research and investigate meaning and purpose, and specific techniques and practices within art. Students also develop an understanding of a how to analyse art within a critical framework.

VISUAL ARTS GENERAL COURSE

The Visual Arts General course encourages students to develop problem-solving skills together with creative and analytical ways of thinking. Innovation is encouraged through a process of inquiry, exploration and experimentation. Students transform and shape ideas to develop resolved artworks. They engage in art making processes in traditional and new media areas, which involve exploring, selecting and manipulating materials, techniques, processes, emerging technologies and responses to life. This course allows them to engage in traditional, modern and contemporary art forms and conventions, such as sculpture, painting, drawing, graphic design, printmaking, collage, ceramics, earth art, video art, installations, textiles, performance, photography, montage, multimedia, and time-based works and environments. Students gain knowledge, understanding and appreciation of art and culture, both in Australian and international contexts. They analyse, evaluate their own works and the works of others from a range of historical and cultural viewpoints, and develop an appreciation of the role of art in the community and their daily lives. Through their art experiences, they come to an understanding of broader questions about the values and attitudes held by individuals and societies and gain an awareness of the role that art plays in reflecting, challenging and shaping societal values.

VISUAL ARTS ATAR

In the Visual Arts ATAR course, students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. The Visual Arts ATAR course allows students to develop aesthetic understandings and a critical awareness to appreciate and make informed evaluations of art through their engagement of their own art practice and the work of others.

PREREQUISITES

It is preferred if students have successfully completed a Year 10 Art course. Otherwise, students should make an appointment and speak with one of the Secondary Art teachers, to assess their suitability.



VET Opportunities for Year 11 students at BCGS 2024

Within School

Music Certificate III (2 Year Course)
Certificate II Sport & Recreation (2 Year Course)
Certificate II Workplace Skills

Southwest Regional TAFE – FREE – ALL 2 days a week

(1 Year Courses below - preferably for Year 12 students only)

1. Certificate II Electrotechnology
2. Certificate II Building and Construction (in various trades)
3. Certificate II in Kitchen Operations
4. Certificate II in Retail Cosmetics
5. Certificate II in Salon Assistant
6. Certificate II in Community Services
7. Certificate II Hospitality
8. Certificate II in Engineering Pathways
9. Certificate III in Accounts Administration
10. Certificate II in Digital Technology
11. Certificate II in Tourism
12. Certificate II Intro to Disability Care
13. Certificate II Retail Services
14. Certificate II Horticulture
15. Certificate II Automotive Services
16. Certificate II Civil Construction
17. Certificate III in Fitness

Bunbury Regional Trade Training Centres – at a cost

2242VIC – Certificate IV in Science (biology) – Animal & Marine Biology
22442VIC – Certificate IV in Science (Biology) – Exercise Science
2442VIC – Certificate IV in Science (Biology) – Mental Health & Psychology
52700WA Certificate II in Plumbing
52824WA - Certificate II in Building and Construction (Pathway - Trades)
52825WA - Certificate II in Building and Construction (Pathway - Paraprofessional)
52831WA - Certificate IV in Preparation for Health and Nursing Studies
52845WA - Certificate II in Autonomous Workplace Operations
ACM30121 - Certificate III in Animal Care Services
AUR20420 - Certificate II in Automotive Electrical Technology
AVI30419 - Certificate III in Aviation (Remote Pilot)
BSB30120 - Certificate III in Business
BSB40120 - Certificate IV in Business
CHC30121 - Certificate III in Early Childhood Education and Care
CHC30221 - Certificate III in School Based Education Support
CHC32015 - Certificate III in Community Services
CHC40221 - Certificate IV in School Based Education Support
CHC42015 - Certificate IV in Community Services
HLT21020 - Certificate II in Medical Service First Response
HLT33115 - Certificate III in Health Services Assistance
HLT35021 – Certificate III in Dental Assisting
HLT45021 - Certificate IV in Dental Assisting
MEM20413 - Certificate II Engineering Pathways
RII20720 - Certificate II in Civil Construction
SIR30216 - Certificate III in Retail
SIS30321 - Certificate III in Fitness



UEE20720 - Certificate II in Data and Voice Communications
UEE22020 - Certificate II in Electrotechnology (Career Start)
Surveying and drafting

Health Science HUB visit: <https://healthsciencehub.com.au/>

(Note: The above courses offered through outside providers are subject to change without notice – for up-to-date course offerings please visit each providers online information)