DIANELLA
SECONDARY COLLEGE

Senior College Course Selection Information Guide 2026/2027

Calm Achieve Respect Engage

‘Ambition Unlimited’

Introduction

A message from the Principal

I would personally like to extend a warm welcome to all students entering Year 11 at Dianella Secondary College in what is a very important and exciting phase of their educational journey. We are committed to preparing all students to be successful learners by offering an innovative educational program designed to meet the individual needs of our students.

The course counselling process is designed to ensure that students are given the best possible advice on subject selection with every opportunity to achieve the Western Australian Certificate of Education and provide choices in regards to their post educational destination.

In closing I would like to wish all students the very best and encourage them to aim high, remain committed to reaching their goals and to enjoy their senior school education at Dianella Secondary College.

Deb Unwin

Principal

How to use this guide

This guide presents a summary of the courses available and other vital information necessary to make good choices.

It does not stand alone. Advice and information is available from the Deputy Principal – Senior School, Program Coordinator – Student Central (Senior School), VET coordinator, Career Practitioner and their teachers.

Students are also encouraged to refer to the SCASA Senior School information. Years 11 and 12 | WACE Requirements

It is very important when selecting courses that attention is paid to **minimum entry recommendations and/criteria.**

It may not be possible to timetable some courses if they are only chosen by a very small number of students and certain combinations may not be available where particular courses are timetabled to run at the same time. Please make sure that you select reserve subjects that you are happy to do, as you may not be consulted if one of your primary choices is not available for any reason.

Contents

Before you start

This guide contains information to help students decide which courses and qualifications to study in Years 11 and 12. The options are many and the need for discussions with parents/carers, teachers, counsellors and others is very important. Students and parents are advised to make themselves familiar with the contents of this Course Selection Information Guide, in addition to all other information available to them.

Parents/carers are an important part of this process as they provide the biggest single influence in a student's choice of direction. As such each family will be invited to speak with a staff member during the course selection process. Students will be looking for guidance and support in making informed choices and parent/carers are asked to be active participants in information sessions, counselling and interviews.

Meeting the requirements for the Western Australian Certificate of Education (WACE) or for entrance to a TAFE or University depends largely on student ambitions and abilities. There are many factors to be considered when choosing courses. Even if you haven't decided on a career area, it is important to look at several possibilities and check prerequisites so that you don't restrict future options.

WACE requirements are determined by SCSA.

Year-10-Information-Handbook-2025-flyer-WACE-requirements-2025.PDF

Course selection

What are your goals, dreams, aspirations, interest and skills? What do you want to be when you grow up? Choosing the right subjects and doing them well should be every student's aim! The combination of selecting subjects you enjoy and investing the effort to pass will enable you to achieve your WACE.

The keys to making positive decisions and having success in the senior secondary years are:

- Knowing yourself, including knowing your skills, interests, and values
- Having a clear understanding about the courses on offer at Dianella Secondary College, including prerequisites and course requirements
- Giving yourself every chance to qualify for courses and career pathway/s of your choice.
- Aiming to achieve, and believing you can achieve, the Western Australian Certificate of Education (WACE)
- Maximising your educational opportunities by always striving to do your very best.
- Taking advantage of what the school has to offer in terms of academic and personal support and advice.

Year 11 course offerings for 2026

Year 11 students select from one of two main pathways to meet WACE requirements:

- ATAR University pathway

Australian Tertiary Admissions Rank (ATAR)

- General/training Pathway

Both the ATAR and General pathways can contain Vocational Education and Training (VET) courses. By the end of Year 12, students will achieve either an ATAR score for direct university entrance, a Certificate II or higher to prepare for further training, alternative university entrance, and/or skilled employment.

Both pathways enable students to meet requirements of the WACE. All students are encouraged to choose a VET qualification as part of their Senior School course selections, due to the valuable transferable skills gained through completion of a nationally recognised qualification.

****Please note that not all courses will run each year. This depends on the number of students selecting each course, timetable restrictions and the availability of teachers.****

Study options

Students are offered three study options which they can mix and match:

- WACE courses (four course types – ATAR, General, Foundation and VET industry specific)
- VET programs
- Endorsed Programs.

Each course consists of four units: Units 1 and 2 (Year 11) and Units 3 and 4 (Year 12). At DSC Units 1 and 2 must be studied as a pair, and Units 3 and 4 must also be studied as a pair.

Permission for a student to change courses is a school decision; however, for a student to achieve course unit credits, a change can only be made early in Year 12, before the cut-off date set by the Authority; or in Year 11 after the completion of Unit 1, or at the end of Year 11 after the completion of Unit 2.

Western Australian Certificate of Education (WACE)

- The WACE is awarded to students who have successfully completed senior secondary schooling in WACE studies and have met the WACE requirements.
- Most students in Western Australia achieve the WACE.
- Study towards the WACE can be undertaken over a lifetime.

The WACE requirements

Achievement of WACE acknowledges that students have achieved or exceeded the required minimum standards in an educational program with suitable breadth and depth at the end of their compulsory schooling.

To achieve a WACE, a student must satisfy the following:

General requirements

Students 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
    - AND a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses

Literacy and numeracy standard

Meeting these standards:

- is a benchmark of educational achievement
- is valued by employers and post-school training providers
- ensures all students leave school with the best chance of future success.

For the WACE literacy and numeracy standard students may:

- prequalify through 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.

Breadth and depth

Students 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.

Unit equivalents

- Unit equivalents can be awarded 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.

WACE Achievement standard

Students 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.

Western Australian Statement of Student Achievement (WASSA)

All students receive a Western Australian Statement of Student Achievement (WASSA) when they complete Year 12.

The WASSA:

- formally records a student's achievement in every course, qualification and program that the student has completed in senior secondary schooling
- provides evidence of achievement.

Grades and school marks

To be assigned a grade in a WACE unit pair, students

- must have had the opportunity to complete the school's education and assessment programs for the unit, unless there are exceptional circumstances that are acceptable to the school.
- Teachers of Year 11 and Year 12 students submit results to the Authority at the end of the school year based on assessments such as classroom tests, in-class work, assignments, practical work and examinations.

Students will receive a grade of A, B, C, D or E for each unit pair completed. The notation of 'U' can be used for non-final year students who, for reasons acceptable to the school, do not complete the assessment program.

Only students who will be returning the following year to complete the assessment program can be awarded a 'U' notation.

Students will receive a school mark in the range of 0 to 100 for each unit pair of an ATAR or General course completed.

In Year 11 there may be occasions when a student needs to change their course enrolment at the completion of Semester 1 (e.g. students may nominate to transfer from an ATAR course to a General course). Only in these cases will a grade and mark for each individual unit completed be finalised.

Students will receive a 'completed' status instead of a grade for VET course unit pairs. The notation 'completed' counts the same as a C grade. If a student does not complete the requirements of a VET course they will be awarded a 'U' notation and WACE credit may contribute as VET unit equivalence, depending on how much of the course they have finished. Endorsed programs are not comprised of units, but a completed endorsed program is allocated one, two, three or four unit equivalents.

Student achievement is recorded as 'completed' or 'not completed'. Course completion is determined by the school according to criteria set by the Authority.

Adjustment of grades and school marks

During the school year, the Authority uses several procedures to ensure that the grades awarded by different schools are comparable. Grades assigned by the school are based on the Authority's grade descriptions for each course. The grades a students receive from the school are provisional until confirmed by the Authority. The school is required to advise students in writing if any changes are made to the provisional grades during the approval process. However, the Authority adjusts the grades assigned by a school only in exceptional circumstances.

University and TAFE admission requirements

Tertiary Institutions Service Centre (TISC)

TISC was set up to simplify the application process for students wishing to attend university. Full details regarding individual university entrance requirements and processes are available from the TISC website: https://www.tisc.edu.au/

Students and their parents / carers should access the latest information from this website (updated in June of each year). To be considered for university admission via an ATAR score, students must:

- meet WACE requirements as prescribed by the School Curriculum and Standards Authority. Please refer to the information provided in this guide for WACE requirements.
- obtain a minimum ATAR score of 70 to gain a place in the desired course (including via concession). ATAR scores vary per course.
- achieve the selected university's requirement for English Language Competence. For university admission purposes, usually students demonstrate competence in English by achieving the prescribed standard in the Year 12 English ATAR Course. Students studying a General English course in Year 11 and 12 and want to go to university, may have restrictions that apply to people under 20 years of age wishing to sit STAT for English competency. Permission from a university may be required. TISC considers ATAR English courses to provide the best preparation for the academic demands of university courses.
- satisfy any prerequisites or special requirements for preferred courses. Prerequisites are courses or special requirements that must be successfully completed for entry to that specific university course. Students must make sure that they satisfy the prerequisites for admission to the university course of their choice. Generally, a scaled score of 50 or more in an ATAR course is required for prerequisite purposes. Prerequisites may be satisfied by results from the current year or previous four years.

TISC & ATAR information

ATAR is the basis of admission to most university courses. Students are ranked in order of merit based on their ATAR. ATAR courses:

- are examined by the School Curriculum and Standards Authority (the Authority)
- are used by the Tertiary Institutions Service Centre (TISC) to calculate a student's Australian Tertiary Admission Rank (ATAR).

There are external written examinations for all ATAR courses. Students must complete the written examination.

There are practical examinations for some ATAR courses. Students must complete both written and practical examinations in these courses.

- For students who are looking to enter University through alternative pathways, students are encouraged to seek information from the individual universities' website or their course counsellor. The methods of entry vary significantly between each university.

TAFE pathways to university

TAFE training is designed to provide students with a variety of pathway options including further study at university. Graduating from TAFE or another Australian Qualification Framework (AQF) provider can qualify students for entry to certain Universities and Subjects.

Many students that do not successfully complete Year 12 or generate an ATAR, use TAFE as a stepping stone to university.

TAFE entrance requirements

TAFE offers various levels of courses to accommodate the needs of students from Skills Sets to Advance Diploma Qualifications. The length of these courses vary according to the level of study selected.

Subjects at TAFE are deemed either competitive or non-competitive. Applicants for non-competitive subjects need to demonstrate minimum literacy and numeracy skills or AQF qualification levels. Applicants for competitive subjects need to demonstrate minimum literacy and numeracy skills or AQF qualification levels and respond to selection criteria.

For specific details on TAFE Entrance requirements please see:

http://www.fulltimecourses.tafe.wa.edu.au/

Pathways

1 – ATAR pathway

Students who wish to follow an ATAR pathway are required to select six (6) courses with four (4) or more being an ATAR listed course. They will also be required to have selected a minimum of one (1) ATAR course from List A and one (1) from List B. Students have an option of selecting a Certificate course from the list below. English is compulsory to achieve WACE.

*If an ATAR pathway has been chosen against recommendation, a Certificate course is strongly recommended.

List A (ATAR)
(Arts/Languages/Social Science)

- Drama
- English
- Modern History
- Politics and Law *(NNEI at Morley SHS)*

List B (ATAR)
(Mathematics/Science/ Technology)

- Chemistry
- Human Biology
- Mathematics Applications
- Mathematics Methods
- Mathematics Specialist *(NNEI at Girrawheen SHS)*
- Physics
- Psychology *(NNEI at DSC)*

VET
Certificate Courses
(all 2 year duration)

- **Onsite Courses**
  - Certificate II in Applied Digital Technologies
  - Certificate II in Cookery *(NNEI at DSC)*
  - Certificate II in Engineering Pathways
  - Certificate II in Workplace Skills
  - Certificate III in Business
  - Cert II Sport and Recreation
  - Cert III Screen and Media *(NNEI at DSC)*
- **Offsite Courses**
- Certificate II in Automotive Servicing Technology *(NNEI at Morley SHS)*
- Certificate II in Construction Pathways *(NNEI at Girrawheen SHS)*

2 - General pathway

Students who wish to follow a General pathway are required to select six (6) courses, with a minimum of one (1) course from List A and one (1) from List B, plus the option of a Certificate course. English is compulsory to achieve WACE. A Mathematics course is required if OLNA has not yet been achieved. Certificate courses can be a positive option when undertaking this pathway if it fits with long-term pathway goals.

List A (General)
(Arts/Languages/Social Science)

- Business Management and Enterprise
- Children, Family and the Community
- Drama
- English
- Health Studies
- Media Production & Analysis
- Modern History
- Music
- Visual Arts

List B (General)
(Mathematics/Science/ Technology)

- Applied Infomation Technology
- Chemistry
- Food Science and Technology
- Human Biology
- Science in Practice
- Materials Design and Technology: Wood
- Mathematics Essential
- Physical Education Studies
- Psychology

VET
Certificate Courses
(all 2 year duration)

- **Onsite Courses**
  - Certificate II in Applied Digital Technologies
  - Certificate II in Cookery *(NNEI at DSC)*
  - Certificate II in Engineering Pathways
  - Certificate II in Workplace Skills
  - Certificate III in Business
  - Cert II Sport and Recreation
  - Cert III Screen and Media *(NNEI at DSC)*

- **Offsite Courses**
- Certificate II in Automotive *(NNEI at Morley SHS)*
- Certificate II in Construction *(NNEI at Girrawheen SHS)*

3 - Vocational Education and Training (VET) pathway

VET in schools enables students to gain nationally recognised industry skills. VET is taken as part of the WACE and completion by the student provides a wide range of post school options and pathways.

Course offerings in VET at Dianella Secondary College are offered in three areas:

- School Based (auspiced) VET Programs (5 days at school)
- Profile TAFE Programs (4 days at school / 1 day at TAFE)
- School-Based Traineeships (4 days at school / 1 day at a workplace, 1 day per month at a training centre)

For more information, please see Vocational Education and Training Delivered to Secondary Students (VETDSS) Pathway later in this booklet.

Collection of charges

Year 11 & 12

Payment for all courses in Year 11 and 12 are compulsory. There is no established maximum as charges depend on the subjects selected by the students. An advance payment of 50% of the course fee is required upon completion of course counselling. If payment is not received, students may be assigned an alternative option. Course costs are subject to change, pending Board approval. Final charges will be determined and communicated to parents/carers in Term 4 with a further payment request (not exceeding 50% of total course charges) to confirm placement.

High Cost Options (Year 9 - Year 12)

Several courses attract a particularly high cost and in choosing these subjects families are agreeing to the terms of payment outlined above. Students may be reallocated into standard cost courses if compulsory charges are not paid in full by the **23 March 2026**.

Education Program Allowance

Financial assistance is available to eligible families. Holders of a valid Centrelink Pensioner card, Health Care card or Veteran's Affairs Pensioner card are eligible. Applications are available from the college administration and completed forms need to be returned to the college before the end of Term 1 each year.

The allowance consists of two parts:

- **$300** clothing allowance paid directly to the parent or the college
- **$235** education program allowance paid directly to the college

Staff at Dianella Secondary College who can help

Administration

Mr K Tennakoon

Deputy Principal – Senior College

Student Central

Mr B Retamal

Program Coordinator – Student Central (Senior College)

VET Coordinator

Ms L Spatocco

Career Practitioner

Mr T Brennan

Learning Areas

Mr A Williams

Head of Learning Area – Mathematics & Science

Ms K Salisbury

Head of Learning Area – Humanities

Ms D Cullen

Head of Learning Area – Technologies

Mr J McPhail

Head of Learning Area - Health & Physical Education

Ms L Allen

Teacher in Charge – The Arts

Courses on offer

English

Course	ATAR		General	
	2026 Year 11	2027 Year 12	2026 Year 11	2027 Year 12
English	AEENG	ATENG	GEENG	GTENG

Language plays a central role in human life: it provides a vehicle for communication, a tool for thinking, a means of creativity and a source of pleasure. In the English course, using oral, written and visual communication texts, students examine the relationship between language and power and learn how to become competent, reflective and critical users of language. Students learn about the English language, how it works and how to use it effectively.

Minimum entry recommendation

For a student intending to complete the ATAR English course, it is recommended that they achieve a minimum B grade in Year 10, as well as meeting minimum literacy standards through pre-qualifying with NAPLAN in Year 9 or successfully completing OLNA in Year 10.

The General English unit requires no minimum entry level. Students will need to pass the OLNA examinations in Reading and Writing to achieve literacy WACE requirements before the end of Year 12 if possible. They will be offered the chance to re-sit OLNA twice a year in both Year 11 and Year 12.

How will this course help students in the future?

The necessity for English competence for success in a career cannot be understated. All tertiary institutions and most jobs require the ability to communicate fluently whether it be in written or spoken forms.

English - ATAR (AEENG)

The English ATAR course focuses on developing a student's analytical, creative, and critical thinking and communication skills in all language modes, encouraging students to critically engage with texts from their contemporary word, 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.

Unit 1

Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended, and the contexts in which they are created and received. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts. Study in this unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning. Students develop an understanding of stylistic features and apply skills of analysis and creativity. They can respond to texts in a variety of ways, creating their own texts, and reflecting on their own learning.

Unit 2

Students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit. By responding to and creating texts in different modes and media, students consider the interplay of imaginative, interpretive, persuasive and analytical elements in a range of texts and present their own analyses. Students critically examine the effect of stylistic choices and the ways in which these choices position audiences for particular purposes, revealing and/or shaping attitudes, values and perspectives. Through the creation of their own texts, students are encouraged to reflect on their language choices and consider why they have represented ideas in particular ways.

Years 11 and 12 | English

The estimated cost of this course is $60

English - General (GEENG)

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

Unit 1

Unit 1 focuses on students comprehending and responding to the ideas and information presented in texts. Students:

- employ a variety of strategies to assist comprehension
- read, view and listen to texts to connect, interpret and visualise ideas
- learn how to respond personally and logically to texts by questioning, using inferential reasoning and determining the importance of content and structure
- consider how organisational features of texts help the audience to understand the text
- learn to interact with others in a range of contexts, including every day, community, social, further education, training and workplace contexts
- communicate ideas and information clearly and correctly in a range of contexts
- apply their understanding of language through the creation of texts for different purposes

Unit 2

Unit 2 focuses on interpreting ideas and arguments in a range of texts and contexts. Students:

- analyse text structures and language features and identify the ideas, arguments and values expressed
- consider the purposes and possible audiences of texts
- examine the connections between purpose and structure and how a text's meaning is influenced by the context in which it is created and received
- integrate relevant information and ideas from texts to develop their own interpretations
- learn to interact effectively in a range of contexts
- create texts using persuasive, visual and literary techniques to engage audiences in a range of modes and media
- Each unit includes:
- A unit description – a short description of the focus of the unit
- Learning outcomes – a set of statements describing the learning expected as a result of studying the unit
- Unit content – the content to be taught and learned

Years 11 and 12 | English

The estimated cost of this course is $60

Health & Physical Education

Course	General		VET	
	2026 Year 11	2027 Year 12	2026 Year 11	2027 Year 12
Certificate II in Sport and Recreation			SIS20122	
Health Studies	GEHEA	GTHEA		
Physical Education Studies	GEPES	GTPES		

Certificate II in Sport and Recreation (SIS20122)

This qualification allows individuals to develop basic functional knowledge and skills for work in customer contact positions in the sport or community recreation industry. These individuals are competent in a range of administrative activities and functions within a team and under supervision. They are involved in mainly routine and repetitive tasks using practical skills and basic sport and recreation industry knowledge.

Individuals work in locations such as sport and recreation centres or facilities, and leisure and aquatic centres assisting with the conduct of recreation activities, and facility maintenance and operations.

How will this course help students in the future?

This course will cover a range of subjects including first aid, working effectively in sport and recreation environments, work health and safety processes, planning and organising sport and recreation activities. Students will gain valuable transferable skills which can be used in this industry area, as well as in a variety of other industries.

The estimated cost of this course is $120

Health Studies - General (GEHEA)

The Health Studies - General course focuses on the study of health as a dynamic quality of human life. Students undertaking this course develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health.

The influence of social, environmental, economic and biological determinants of health is a key focus of the course. Other course content includes the influence of beliefs, attitudes and values on health behaviour, and the importance of self-management and interpersonal skills in making healthy decisions.

Using an inquiry process, students draw on their knowledge and understandings of health concepts and investigate health issues of interest. Through this process, they develop research skills that can be applied to a range of health issues or concerns.

Unit 1

This unit focuses on personal health and wellbeing and what it means to be healthy. Students explore factors which influence their health, and design action plans to improve health and achieve set goals. Key consumer health skills and concepts, and the relationship between beliefs, attitudes, values and health behaviour, and the impact of social and cultural norms, are introduced. Key self-management and interpersonal skills required to build effective relationships are explored. Health inquiry skills are developed and applied to investigate and report on health issues.

Unit 2

This unit focuses on personal health and introduces the many factors which influence health. The notion of prevention is central to this unit, and students explore actions, skills and strategies to cope with health influences and improve health. In addition to health determinants, the influence of cognitive dissonance on decision making and the role of communities in shaping norms and expectations are explored.

Self-management and cooperative skills are examined and students continue to develop and apply health inquiry skills.

Minimum entry recommendation

There is no minimum entry requirement for this course. Information regarding this will be provided during the course counselling process, or if relevant, may be discussed with the Year 10 teacher.

How will this course help students in the future?

This course will prepare students for career and employment pathways in a range of health and community service industries. Students will have the opportunity to develop key employability and life skills, including communication, leadership, initiative and enterprise. Inquiry skills will equip students to adapt to current and future studies and work environments.

Years 11 and 12 | Health Studies

The estimated cost of this course is $65

Physical Education Studies – General (GEPES)

The Physical Education Studies General course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. The emphasis is placed on understanding and improving performance in physical activities.

The integration of theory and practice is central to studies in this course. Students complete 50% practical and 50% theoretical components, ensuring a balanced and engaging learning experience. The practical component provides students with the opportunity to participate in a variety of sports, including Volleyball, Floorball, Soccer and Tennis, across the two years of the course. This hands-on experience supports the application of theoretical concepts and is a key strength of the subject.

The Physical Education Studies General course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity.

The course appeals to students with varying backgrounds, physical activity knowledge and dispositions. Students analyse the performance of themselves and others, apply theoretical principles and plan programs to enhance performance. The course prepares students for a variety of post-school pathways, including immediate employment or tertiary studies. It provides students with an increasingly diverse range of employment opportunities in the sport, leisure and recreation industries, education, sport development, youth work and health and medical fields linked to physical activity and sport. The course also equips students to take on volunteer and leadership roles in community activities.

Years 11 and 12 | Physical Education Studies

The estimated cost of this course is $65

Humanities & Social Sciences

Course	ATAR		General	
	2026 Year 11	2027 Year 12	2026 Year 11	2027 Year 12
Business Management and Enterprise			GEBME	GTBME
Modern History	AEHIM	ATHIM	GEHIM	GTHIM
Politics and Law (NNEI at MorleySHS)	AEPAL	ATPAL		
Psychology (NNEI at DSC)	AEPSY	ATPSY	GEPSY	GTPSY

Business Management and Enterprise - General (GEBME)

The Business Management and Enterprise General course focuses on establishing and operating a small business in Australia and aims to provide students with an understanding of the knowledge and skills of the processes and procedures required for generating business ideas and turning them into a viable business venture. Factors that impact on business innovation and success, business planning, and legal aspects of running a small business are examined. Students engage in the running of a small business, or participate in business simulations, to develop practical business skills and to develop financial and business literacy. Through the consideration of real businesses and scenarios, students develop knowledge, understanding and skills that enable them to analyse business opportunities, develop proposals and make sound, ethical business decisions.

Unit 1 – Establishing a Small Business

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

Unit 2 – Operating a Small Business

The focus of this unit is on operating a small business in Australia. The unit is suited to the running of a small business in the school or local environment, or to the use of business simulations. The concepts of innovation, marketing and competitive advantage and the key factors that influence consumer decision making are introduced. Legal aspects of running a small business, including rights and responsibilities of employer and employee, are investigated.

Minimum entry recommendation

There is no minimum entry requirement for this course. Information regarding this will be provided during the course counselling process, or if relevant, may be discussed with the Year 10 teacher.

How will this course help students in the future?

The course equips students to participate proactively in the world of business, behave responsibly and demonstrate integrity in business activities.

Years 11 and 12 | Business Management and Enterprise

The estimated cost of this course is $50

Modern History - ATAR (AEHIM)

Studying the Modern History ATAR course enables students to become critical thinkers and helps inform their judgements 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, 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 introduces significant developments in the modern period that have defined the modern world, and the ideas that underpinned them, such as liberty, equality and fraternity. At Dianella Secondary College our elective is Capitalism – The American experience.

Unit 2 - Movements for Change in the 20th Century

This unit examines significant movements for change in the 20th century that led to change in society, including people's attitudes and circumstances. Through a detailed examination of one major 20th century movement, students investigate the ways in which individuals, groups and institutions have challenged existing political structures, accepted social organisation, and prevailing economic models, to transform societies. At Dianella Secondary College our unit 2 elective is Nazism in Germany.

Minimum entry recommendation

A minimum of a C Grade in Humanities and Social Sciences in Year 10 and sound English skills are required however a B grade is preferred for the Year 11 Modern History ATAR course. Students are expected to satisfactorily complete the Year 11 Course before attempting the Year 12 Course.

How will this course help students in the future?

Students are introduced to the complexities associated with the changing nature of evidence, its expanding quantity, range and form; the distinctive characteristics of modern historical representation; and the skills that are required to investigate controversial issues. This will help students in any professional occupation and to be an active participant in society. This course gives students the skills to question the decisions made by society and individuals. They also learn a range of research skills that are valuable to further studies. Some possible career options are Public service, Government, Teacher, Journalist, Writer, Researcher, Policy writer, Historian, Law clerk, lawyer and many more.

Years 11 and 12 | Modern History - ATAR

The estimated cost of this course is $60

Modern History - General (GEHIM)

Studying the Modern History General course exposes students to a variety of historical sources, including government papers, extracts from newspapers, letters, diaries, photographs, cartoons, paintings, graphs and secondary sources, in order to understand the historical narrative including cause and effect, and the forces influencing people and events. Through the process of historical inquiry, students are encouraged to question 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 – People, Place and Time

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

Dianella Secondary College our Unit 1 elective is Nicholas II and the decline of Tsarism.

Unit 2 – Authoritarian State

Students learn that societies consist of individuals and institutions that have various types of power and authority and that these interact with each other. Students learn how power and authority is distributed throughout a group or society, that individuals and groups seek to influence the structures of power and authority and the difficulties of using these structures in a just or equitable manner. In learning about the structures and institutions of societies, they make comparisons and judgements about other societies and their own society. Our unit 2 elective is Authoritarian state: Communist Russia/USSR 1917–1953 and Tokugawa Japan

Minimum entry recommendation

There is no minimum entry requirement for this course. Information regarding this will be provided during the course counselling process, or if relevant, may be discussed with the Year 10 teacher.

How will this course help students in the future?

Students are introduced to the complexities associated with the changing nature of evidence, its expanding quantity, range and form; the distinctive characteristics of modern historical representation; and the skills that are required to investigate controversial issues. This will help students in any professional occupation as well as a variety of other careers and to be an active participant in society. This course gives students the skills to question the decisions made by society and individuals. Students also learn a range of research skill that are valuable to further studies. Some possible career options are Public service, Government, Teacher, Journalist, Writer, Researcher, Policy writer, Historian, Law clerk, lawyer and many more.

Years 11 and 12 | Modern History - General

The estimated cost of the course is $60

Politics and Law - ATAR (AEPAL)

NNEI at Morley Senior High School

The Politics and Law ATAR course explores how decisions are made for the collective good of society. It builds students' understanding of the principles, structures, institutions, and processes that shape Australia's political and legal systems. Students will examine how power is exercised and limited through the government's executive, legislative, and judicial branches. The course also investigates democratic principles and encourages comparison with other global political and legal systems.

Key Areas of Focus:

- How laws and policies are developed and implemented
- Accountability of government and legal institutions
- Rights and responsibilities of citizens in a democracy
- Comparative analysis of international political and legal systems Why Choose Politics and Law ATAR?
- Deepen an understanding of how government and law impact everyday life
- Build skills in analysis, debate, and critical thinking
- Prepare for careers in law, politics, international relations, and public service

Minimum entry recommendation

For a student intending to complete the ATAR Politics and Law course, it is recommended that they achieve a minimum B grade in Year 10 English and HASS, as well as meeting minimum literacy standards through pre-qualifying with NAPLAN in Year 9 or successfully completing OLNA in Year 10.

Years 11 and 12 | Politics and Law

The estimated cost of this course is $40

Psychology - ATAR (AEPSY)

This course introduces students to the principles of scientific inquiry and their application to planning, designing and conducting psychological investigations using appropriate procedures and practices. Students can collect, process, evaluate and critically interpret information from a range of scientific sources, and to evaluate the credibility of these resources. Students will develop an understanding of ethical guidelines and their importance to psychological practice.

Through the study of Psychology, students will be introduced to a variety of psychological theories, studies, models and concepts that exist simultaneously and continue to evolve in a variety of contexts. They will learn how to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to empirical evidence.

Students develop the skills to apply their psychological knowledge to familiar and unfamiliar contexts to explain thoughts, feelings and behaviours in the everyday world. On a larger scale, psychological knowledge can help us understand how individuals' function within

different contexts and how culture shapes people's values, attitudes and beliefs.

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.

Minimum entry recommendation

This course is largely theoretical with occasional group and practical work. As a result, it is strongly recommended that students have performed well in Year 10 English (minimum a B grade) due to the high levels of literacy required. The Psychology ATAR course requires students to use the mathematical skills they have developed through the Year 7–10 Mathematics Curriculum. In addition to the numeracy skills they have developed through the Science Inquiry Skills strand of the Science Curriculum, a C grade in Year 10 Science is recommended. Assessment requires extensive reading and research; all have a large component of written work.

How will this course help students in the future?

This course develops in students a foundation of scientific method and critical thinking which is a valuable skill they can apply throughout their study, work and everyday lives. This course complements the ATAR Human Biology course.

This course is suitable for students continuing study in the vocational area, those proceeding directly to the workplace, and those pursuing studies at the tertiary level as well as students who want to develop skills for their own enjoyment. The study of Psychology is highly relevant to further studies in the health professions; education; human resources; social sciences; sales; media; and marketing and management and aims to provide a better understanding of human behaviour and the means to enhance quality of life.

Years 11 and 12 | Psychology

The estimated cost of this course is $60

Psychology - General (GEPSY)

In the Psychology General course students will be introduced to psychological knowledge which supports an understanding of the way individuals' function in groups. Students learn about well-known psychological models and theories, and the methods used to conduct scientific investigations in the discipline of psychology. 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

This unit provides a general introduction to personality and intelligence and seeks to explain how individuals are influenced by their surroundings. Students explore several influential theories used to describe and/or explain personality such as Freud's psychodynamic approach and Eysenck's trait theory. A range of intelligence theories are reviewed and cultural influences with respect to intelligence testing and child-rearing are examined. Beyond the individual, the impact of others on behaviour is a key focus. Students examine different agents of socialisation, focusing on the impact of parenting style on behaviour. Types of communication and the role of verbal and non-verbal communication in initiating, maintaining and regulating relationships are studied. Students are introduced to qualitative and quantitative methods of data collection and explore fundamental ethical considerations in research including informed consent and voluntary participation.

Unit 2

This unit introduces students to the human brain, focusing on the major parts. Students explore the impact of factors influencing behaviour, emotion and thought, including heredity, hormones, physical activity and psychoactive drugs. The scientific study of development is an important component of psychology. Students review physical, cognitive, social and emotional development and the role of nature and nurture. Erikson's stages of psychosocial development are examined as students learn about the impact of external factors on personality development. Students examine the impact of group size on behaviour and look at the influence of culture in shaping attitudes towards issues such as mental illness and disability. Students interpret descriptive data such as mean and range. They use this data to create tables, graphs and diagrams and draw conclusions using patterns observed in the data.

Minimum entry recommendation

The Psychology General course requires students to use the mathematical skills they have developed through the Year 7–10 Mathematics Curriculum, in addition to the numeracy skills they have developed through the Science Inquiry Skills strand of the Science Curriculum.

Within the Science Inquiry Skills strand, students are required to gather, represent and analyse numerical data to identify the evidence that forms the basis of scientific arguments, claims or conclusions. In gathering and recording numerical data, students are required to make measurements using appropriate units to an appropriate degree of accuracy.

How will this course help students in the future?

The study of this course is highly relevant to further studies in the health professions, education, human resources, social sciences, sales, media, marketing and management. Psychology is very useful, both to individuals assisting us to improve ourselves and our relationships, and to society as a whole. It can be applied to any context in which humans are involved.

Years 11 and 12 | Psychology

The estimated cost of this course is $60

Mathematics

Course	ATAR		General	
	2026 Year 11	2027 Year 12	2026 Year 11	2027 Year 12
Mathematics Applications	AEMAA	ATMAA		
Mathematics Essential			GEMAE	GTMAE
Mathematics Methods	AEMAM	ATMAM		
Mathematics Specialist (NNEI at Girrawheen SHS)	AEMAS	ATMAS		

Mathematics Applications - ATAR (AEMAA)

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 university or TAFE.

Minimum entry recommendation

It is recommended that students achieve a minimum B grade in Year 10, as well as meeting minimum numeracy standard through pre-qualifying with NAPLAN in Year 9 or successfully completing OLNA in Year 10.

ABEs on the Semester 1 report for Mathematics need to be "consistently" (at most 1 or 2 "often").

Years 11 and 12 | Mathematics Applications

The estimated cost of this course is $30

Mathematics Essential - General (GEMAE)

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.

Years 11 and 12 | Mathematics Essential

The estimated cost of this course is $30

Mathematics Methods - ATAR (AEMAM)

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 advantageous for further studies in the health and social sciences. In summary, this course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

Minimum entry recommendation

It is recommended that students achieve a minimum B grade in Year 10, as well as meeting minimum numeracy standard through pre-qualifying with NAPLAN in Year 9 or successfully completing OLNA in Year 10. ABEs on the Semester 1 report for Mathematics need to be "consistently".

Years 11 and 12 | Mathematics Methods

The estimated cost of this course is $30

Mathematics Specialist - ATAR (AEMAS)

NNEI at Girrawheen Senior High School

Mathematics Specialist ATAR is designed for students who are strongly interested in mathematics and want to explore the subject at a deeper and more complex level. It goes beyond the Mathematics Methods ATAR course by focusing on advanced reasoning, rigorous proofs, and sophisticated mathematical modelling. This course must be studied alongside Mathematics Methods ATAR, and is ideal preparation for university pathways in engineering, physical sciences, actuarial science, and advanced mathematics.

Key Areas of Focus:

- Advanced mathematical reasoning and proof
- Complex numbers, vectors, and matrices
- Calculus and functions at an extended level
- Mathematical modelling and real-world applications

Why Choose Mathematics Specialist ATAR?

- Challenging content for high-achieving students
- Develops analytical and abstract thinking skills
- Supports entry into competitive university STEM programs

Minimum entry recommendation

It is recommended that students achieve a minimum B grade in Year 10, as well as meeting minimum numeracy standard through pre-qualifying with NAPLAN in Year 9 or successfully completing OLNA in Year 10. ABEs on the Semester 1 report for Mathematics need to be "consistently".

Years 11 and 12 | Mathematics Specialist

The estimated cost of this course is $50

Science

Course	ATAR		General	
	2026 Year 11	2027 Year 12	2026 Year 11	2027 Year 12
Chemistry	AECHE	ATCHE	GECHE	GTCHE
Human Biology	AEHBY	ATHBY	GEHBY	GTHBY
Physics (NNEI at DSC)	AEPHY	ATPHY		
Science in Practice			GESIP	GTSIP

Chemistry - ATAR (AECHE)

Studying the Chemistry ATAR course 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.

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. Chemists design and produce a vast range of materials for many purposes, including for fuels, cosmetics, building materials and pharmaceuticals. As the science of chemistry has developed over time, there has been an increasing realisation that the properties of a material depend on, and can be explained by, the material's structure.

Unit 2 – Molecular interactions and reactions

Students continue to develop their understanding of bonding models, 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 that make it essential for physical, chemical and biological processes on Earth, and the properties of acids and bases. The use of chemical equations to calculate the concentrations and volumes of solutions involved in chemical reactions is further developed.

Minimum entry recommendation

The minimum entry requirement for this course is a B grade in Year 10 Science and maintaining a B grade when Chemistry is studied. Information regarding this will be provided during the course counselling process but should be discussed with the Year 10 teacher or Head of Learning Area.

How will this course help students in the future?

This course enables students to relate chemistry to other sciences including biology, physics, geology, medicine, molecular biology and agriculture, and to take advantage of vocational opportunities that arise through its application. It also helps them to prepare for further study and to be responsible and efficient users of specialised chemical products and processes at home or in the workplace.

Years 11 and 12 | Chemistry

The estimated cost of this course is $84

Chemistry – General (GECHE)

Chemistry is the study of materials and substances and the transformations they undergo through interactions and the transfer of energy. Chemists can use an understanding of chemical structures and processes to adapt, control and manipulate systems to meet economic, environmental and social needs. This includes addressing the global challenges of climate change and security of water, food and energy supplies, and designing processes to maximise the efficient use of Earth's finite resources. This Chemistry General course will develop students' understanding of the key chemical concepts and models of structure, bonding, and chemical change, including the role of chemical, electrical and thermal energy. Students learn how

models of structure and bonding enable chemists to predict properties and reactions and to adapt these for particular purposes.

Unit 1 – Solutions and Solubility

In this unit, students build on informal understandings of chemistry that they have already acquired through using different materials, tools and products in their lives, and through everyday chemical reactions, such as cooking, decomposition and rusting.

Students develop their understandings through scientific inquiry. They plan and conduct investigations to collect first-hand data safely and methodically. They investigate factors that affect solubility and change of state as well as gathering data to investigate factors that affect the rates of chemical reactions.

Unit 2 – Chemistry In Daily Life

In this unit, students investigate how chemistry plays an important part in their daily lives. Students appreciate the role of chemistry in contributing to a sustainable future by investigating recycling and disposal of community chemical wastes. They investigate ways that chemists assist in protecting the natural environment, such as conservation and management of our resources. They recognise and acknowledge that the use of scientific knowledge may have beneficial and/or harmful and/or unintended consequences.

Students understand and apply chemical language by interpreting symbols and formulae of some common elements and compounds.

In the laboratory, students investigate chemical changes involved in processes, such as food preservation and acid rain. They perform experiments to investigate reactions with acids and bases and use chemical aids, such as pH colour charts.

Minimum entry recommendation

The minimum entry requirement for this course is a C grade in Year 10 Science. Information regarding this will be provided during the course counselling process, or if relevant, may be discussed with the Year 10 teacher.

How will this course help students in the future?

This course 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, 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.

Years 11 and 12 | Chemistry

The estimated cost of this course is $84

Human Biology

Human Biological Science 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. Students develop their understanding of the cumulative and evolving nature of scientific knowledge and the ways in which such knowledge is obtained through scientific investigations. They learn to think critically, to evaluate evidence, to solve problems and to communicate understandings in scientific ways.

Human Biology – ATAR (AEHBY)

The Human Biology ATAR course gives students a chance to explore what it is to be human—how the human body works, the origins of human variation, inheritance in humans, the evolution of the human species and population genetics. Through their investigations, students research new discoveries that increase our understanding of human dysfunction, treatments and preventative measures.

Practical tasks are an integral part of this course and develop a range of laboratory skills; for example, biotechnology techniques. Students learn to evaluate risks and benefits to make informed decisions about lifestyle and health topics, such as diet, alternative medical treatments, use of chemical substances and the manipulation of fertility.

Unit 1 – The Functioning Human Body

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.

Minimum entry recommendation

The minimum entry requirement is a B grade in Biological Science studied in Year 10 Science.

Information regarding this will be provided during the course counselling process but should also be discussed with the Year 10 teacher. It is strongly recommended that students have performed well in English previously (preferably a B grade) because high levels of literacy are required.

How will this course help students in the future?

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, sport and social work. Appreciation of the range and scope of such professions broadens students' horizons and enables them to make informed choices.

Years 11 and 12 | Human Biology

The estimated cost of this course is $80

Human Biology – General (GEHBY)

The Human Biology General course is founded on systematic inquiry. Knowledge and understanding of human biology have been gained by scientific research. However, this knowledge is far from complete and is being modified and expanded as new discoveries and advancements are made. Students develop their understanding of the cumulative and evolving nature of scientific knowledge and the ways in which such knowledge is obtained through scientific investigations. They learn to think critically, to evaluate evidence, to solve problems, and to communicate understandings in scientific ways.

Responsible citizens need to be able to evaluate risks, ethical concerns and benefits to make informed decisions about matters relating to lifestyle and health. With an understanding of human biology, students are more able to make better life decisions, and to be more effective contributors to the discussions related to health issues in the community.

Unit 1 – Cells and Cell Processes

The focus for this unit is on the nutritional choices that we make for the optimal functioning of body cells.

Cells are the basic structural and functional units of the human body. Nutrients are required by cells to sustain life processes. The structures of the digestive system are designed to obtain nutrients which are essential for a functioning musculoskeletal system. Personal dietary decisions can affect the optimal functioning of body cells and quality of life.

Students investigate and model cell processes through practical activities. They explore the digestive and musculoskeletal systems through real and virtual dissections. Students analyse and evaluate various diets against the Australian Dietary Guidelines.

Unit 2 – Functioning Human Body

The focus of this unit is on the importance of regular health checks to prevent or manage medical problems.

The circulatory, respiratory and urinary systems facilitate the exchange, transport and removal of materials for efficient body functioning. Regular health checks can assess the risk of future medical issues and monitor current medical problems for the development of individual treatment plans to improve quality of life.

Students investigate blood pressure, heart rate, blood oxygen levels and lung capacity through practical activities. They explore the circulatory, respiratory and urinary systems through real and virtual dissections. Students analyse data from blood and urine samples to detect anomalies. They are encouraged to use information and communication technology to gather and interpret data and communicate their findings in a variety of ways.

Minimum entry recommendation

The minimum entry requirement is a C grade or higher in Biological Science studied in Year 10 Science. Information regarding this will be provided during the course counselling process but should also be discussed with the Year 10 teacher.

How will this course help students in the future?

The course content deals directly and indirectly with many different occupations in areas such as social work, medical and paramedical fields, food and hospitality, childcare, sport, science, and health education. Appreciation of the range and scope of such professions broadens students' 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

Years 11 and 12 | Human Biology

The estimated cost of this course is $82

Physics - ATAR (AEPHY)

In the Physics course, students explore the ways physics is used to describe, explain and predict the energy transfers and transformations that are pivotal to modern industrial societies. Students investigate heating processes, apply the nuclear model of the atom to investigate radioactivity, and learn how nuclear reactions convert mass into energy. They examine the movement of electrical charge in circuits and use this to

analyse, explain and predict electrical phenomena. Students also develop an understanding of motion and waves which can be used to describe, explain and predict a wide range of phenomena. Students describe linear motion in terms of position and time data, and examine the relationships between force, momentum and energy for interactions in one dimension. Students investigate common wave phenome, including waves on springs, and water, sound and earthquake waves.

Students plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format. Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this course.

Unit 1 – Thermal, Nuclear and Electrical Physics

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

Unit 2 – Linear Motion and Waves

Students describe, explain and predict linear motion in terms of position and time series data, and examine the relationships between force, momentum and energy for interactions in one dimension, and investigate the application of wave models to sound phenomena.

Minimum entry recommendation

B grade in Physics Year 10 Science and a B grade in Mathematics are essential for enrolment in this course. Information regarding this will be provided during the course counselling process but should be discussed with the Head of Learning Area. Students should note that Mathematics Methods is a recommended co-enrolment for Physics, which can also be studied through SIDE with some support in the school.

How will this course help students in the future?

The ATAR Physics course also provides prerequisite, preferred or highly desirable knowledge and skills for many science, engineering, medicine and science-related courses at tertiary institutions.

Years 11 and 12 | Physics

The estimated cost of this course is $70

Science in Practice – General (GESIP)

The Science in Practice General course is grounded in the belief that science is essentially 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. This course seeks to reflect the creative element of science as inquiry. It will involve students in research that develops a variety of skills, including the use of appropriate technology, an array of diverse methods of investigation, and a sense of the practical application of the domain. It emphasises formulating and testing hypotheses and the critical importance of evidence in forming conclusions. 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 ethical, fair and respectful of others.

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

Unit 1 – Biological and Earth Systems

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

Unit 2 – Physical and Chemical Systems

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

Minimum entry recommendation

The minimum entry requirement for this course is a C grade in Year 10 Science. Information regarding this will be provided during the course counselling process but

should be discussed with the year 10 teacher. It is also recommended that students have achieved a C grade in both Mathematics and English.

How will this course help students in the future?

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

Years 11 and 12 | Science in Practice

The estimated cost for this course is $65

Technologies

Design and Technology

Course	General		VET	
	2026 Year 11	2027 Year 12	2026 Year 11	2027 Year 12
Certificate II in Automotive Servicing Technology (NNEI at Morley SHS)			AUR20520	
Certificate II in Construction Pathways (Trades) (NNEI at Girrawheen SHS)			52893WA	
Certificate II in Engineering Pathways			MEM20422	
Certificate II in Workplace Skills and Certificate III in Business			BSB20120	BSB30120
Materials, Design and Technology - Wood	GEMDTW	GTMDTW		

Certificate II in Automotive Servicing Technology (AUR20520)

NNEI at Morley Senior High School

Delivered by Morley SHS RTO 50638

The Automotive Pre-Apprenticeship is a flexible learning program available to students who want to gain direct entry into the world of work or training while still working towards their secondary graduation. This program runs for two years and is delivered face-to-face, on-site at Morley Senior High School and is suitable for students who have a passion and commitment to the automotive industry. Upon satisfactory completion, students will have the opportunity to make a successful transition into full-time automotive apprenticeships,

other traineeships, further TAFE training, or full-time employment.

The estimated cost of this course is $300

Certificate II in Construction Pathways (Trades) (52893WA)

NNEI at Girrawheen Senior High School

Delivered in partnership with North Metro TAFE - RTO 52786

Students undertaking this qualification will complete most of their learning experience in a custom-built Trade Training Centre. They will have the opportunity to complete a Certificate II in Bricklaying, Plastering, and Tiling and attain units of competency in occupational health and safety, work planning, and basic use of tools and materials. This nationally recognised qualification provides students with hands-on experience and foundational skills in the construction industry. Designed in collaboration with industry professionals, the course prepares students for entry-level employment in trades such as bricklaying, plastering, and tiling, and introduces them to real-world workplace expectations. Delivered at the Building and Construction Trade Training Centre, the program is run in partnership with North Metropolitan TAFE, allowing students to complete this Certificate while still at school.

Key Features:

- Industry-relevant skills and knowledge
- Practical training in bricklaying, plastering, and tiling
- Pathway into apprenticeships or further TAFE study
- Real-life learning in a purpose-built training facility

This is an ideal course for students looking to kickstart a career in the construction industry while gaining credits towards their WACE

The estimated cost of this course is $60

Certificate II in Engineering Pathways (MEM20422)

This Certificate is currently auspiced through Fast Start PTY LTD – RTO Code 52502.

This is a nationally recognised qualification that is intended for people interested in exposure to an engineering or related working environment with a view to undertake employment in that field. Students will learn OHS principles, career planning in the engineering and manufacturing industry, environmentally sustainable work practices, hand and power tool operation, and the use of welding and soldering equipment.

How will this course help students in the future?

This qualification delivers broad-based underpinning skills and knowledge in a range of engineering and manufacturing tasks which will enhance the graduates' entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

The estimated cost of this course is $210

Certificate II in Workplace Skills and Certificate III in Business (BSB20120)

Dual Qualification

This Certificate is currently auspiced through iVet – RTO Code 40548

This is a dual course comprising of the Certificate II in Workplace Skills and Certificate III in Business. The Certificate II level program prepares students for entry-level positions across a diverse range of business services settings and can help to open the door to a vast array of non-technical employment opportunities. It can also lead to further study in either technical or non-technical vocations and aims to develop the most common and transferable skills and knowledge required of almost any workplace. In the Certificate III program students will develop and build teamwork, interpersonal skills and organisational capabilities which can be used to further strengthen their employability skills post- secondary schooling.

How will this course help students in the future?

This course offers opportunities for students to access both long and short-term employment. Students develop relevant technical, vocational and interpersonal competencies suitable to employment and further training in business as well as skills, knowledge and experiences that are transferable to other industry areas.

The estimated cost of this course is $120

Materials, Design and Technology - Wood - General (GEMDTW)

This is a practical course where students will work with wood in the design and manufacture of products. This is also a course about ideas, innovation and creativity. To do these well, students research and test materials and use strategies to develop innovative and creative ideas. They apply skills of management in planning and implementing a process, at the same time as they manipulate tools and machines to produce high-quality products.

Unit 1

The focus for this unit is production fundamentals. It is an introductory unit for those students who have limited experience in the manufacturing of wood products. Students are introduced to principles and practices of design, and the fundamentals of design required to manufacture products for themselves. They learn to communicate various aspects of the design process within the structure of 'design, make and appraise'. Throughout the process, students learn about materials, including their origins, classifications, properties and suitability for purpose. Students use the technology process and are introduced to relevant technology process skills. Students work in a wood environment and learn to use a variety of relevant production technologies safely and effectively.

Unit 2

The focus for this unit is design in practice. It is for students who have informal experiences of interacting with a variety of woodworking products that have been designed to meet certain needs. Students apply the fundamentals of design and concepts related to designing for self or others, considering factors such as social and environmental influences. They learn to communicate various aspects of the technology process within the context of making what they design. Throughout the process, students learn about the origins, classifications and suitability for purpose, of materials they are using. Students are introduced to a range of wood production techniques and equipment, and develop skills, generate plans and realise their design ideas through the production of their design project.

Minimum entry recommendation requirement

There is no minimum entry requirement for this course, however it would be advantageous to have completed a Year 10 Woodwork unit. Information regarding this will be provided during the course counselling process, or if relevant, may be discussed with the Year 10 teacher.

How will this course help students in the future?

This course connects with further vocational education and training, university and employment pathways. It also enhances employability, leading to further training and employment opportunities in areas that include manufacturing, design, housing industry, carpentry and engineering.

Years 11 and 12 | Materials Design and Technology

The estimated cost of this course is $200

Home Economics

Course	General		VET	
	2026 Year 11	2027 Year 12	2026 Year 11	2027 Year 12
Certificate II in Cookery (NNEI @ DSC)			SIT20421	
Children, Family and the Community	GECFC	GTCFC		
Food Science and Technology	GEFST	GTFST		

Certificate II in Cookery (SIT20421)

NNEI at Dianella Secondary College

This Certificate is delivered in partnership with Stanley College - RTO Code: 51973

The Dianella Secondary College Kitchen Operations Trade Training Centre offers Year 11 students interested in the hospitality industry the opportunity to work in a commercial kitchen and café. This program suits students with a passion for hospitality who want to pursue an industry pathway.

The pathway links include:

- Certificate III Hospitality
- Certificate III Commercial Cookery
- Hospitality industry apprenticeship

Estimated Cost is $220 plus $90 Chef uniform

Children, Family and the Community - General (GECFC)

The Children, Family and the Community General course focuses on factors that influence human development and the wellbeing of individuals, families and communities. Students develop an understanding of the social, cultural, environmental, economic, political and technological factors which have an impact on the ability of individuals and families to develop skills and lead healthy lives.

Through the study of developmental theories, students develop an understanding of human growth and the domains of development. They develop an appreciation of how the creation of environments that promote optimal growth and development of individuals, families and communities affect and influence society as a whole. Students investigate access to, and availability of, support services and review laws and regulations that govern the provision of such support.

Students explore products, services or systems that address issues, opportunities or challenges to meet the needs of individuals, families and communities. They use a range of skills to make informed decisions and consider actions at personal, family and community levels. Students communicate and interact with children, families and community groups in practical ways. Students understand that beliefs, values and ethics influence decisions made by individuals, families, and communities.

Unit 1 – Families and Relationships

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

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

Unit 2 – Our Community

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

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

Minimum entry recommendation

There is no minimum entry requirement for this course. Information regarding this will be provided during the course counselling process, or if relevant, may be discussed with the Year 10 teacher.

How will this course help students in the future?

This course connects with further vocational education and training, university and employment pathways. It also enhances employability, leading to further training and employment opportunities in areas that include education, nursing, community services, childcare and health.

Years 11 and 12 | Children, Family and the Community

The estimated cost of this course is $110

Food Science & Technology – General (GEFST)

Food impacts on every aspect of daily life and is essential for maintaining overall health and wellbeing. Students organise, implement and manage production processes in a range of food environments and understand systems that regulate food availability, safety and quality. Knowledge of the sensory, physical, chemical and functional properties of food is applied in practical situations. Students investigate the food supply chain and value-adding techniques applied to food to meet consumer and producer requirements. Principles of dietary planning, adapting recipes, and processing techniques, are considered for specific nutritional needs of demographic groups. Occupational safety and health requirements, safe food handling practices, and a variety of processing techniques, are implemented to produce safe, quality food products. This course may enhance employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality and retail.

Unit 1 – Food choices and health

This unit focuses on the sensory and physical properties of food that affect the consumption of raw and processed foods. Students investigate balanced diets, the function of nutrients in the body and apply nutrition

concepts that promote healthy eating. They study health and environmental issues that arise from lifestyle choices and investigate factors which influence the purchase of locally produced commodities.

Unit 2 – Food for communities

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

Minimum entry recommendation

There is no minimum entry requirement for this course, however it would be advantageous to have completed a Year 10 foods unit. Information regarding this will be provided during the course counselling process, or if relevant, may be discussed with the Year 10 teacher.

How will this course help students in the future?

This course connects with further TAFE, university and employment pathways. This course enhances employability, leading to further training and employment opportunities in areas that include food processing, hospitality, retail, community services, health and education.

Years 11 and 12 | Food Science and Technology

The estimated cost of this course is $200

Digital Technology

Course	General		VET	
	2026 Year 11	2027 Year 12	2026 Year 11	2027 Year 12
Applied Information Technology	GEAIT	GTAIT		
Certificate II in Applied Digital Technologies			ICT20120	

Applied Information Technology - General (GEAIT)

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

Throughout the Applied Information Technology General course, students investigate client-driven issues and challenges, devise solutions, produce models or prototypes and then evaluate and refine the design solution in collaboration with the client. Students are provided with the opportunity to experience, albeit in a school environment, developing digital solutions for real situations.

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

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

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

Unit 1 – Personal communication

The focus of this unit is to enable students to use technology to meet personal needs. Students develop a range of skills that enable them to communicate using appropriate technologies and to gain knowledge that assists in communicating within a personal context.

Unit 2 – Working with others

The focus of this unit is to enable students to use a variety of technologies to investigate managing data, common software applications and wireless network components required to effectively operate within a small business environment. They examine the legal, ethical and social impacts of technology within society.

Years 11 and 12 | Applied Information Technology

The estimated cost of this course is $50

Certificate II in Applied Digital Technologies (ICT20120)

This Certificate is currently auspiced through Skills Strategies – RTO Code: 2401.

This pathways qualification provides the foundation skills and knowledge to use basic applied digital technologies in varied contexts. The qualification is designed for those developing the necessary digital and technology skills in preparation for work.

How will this course help students in the future?

This course may enable further study and career pathways in the ICT industry.

The estimated cost of this course is $100

The Arts

Course	ATAR		General / VET	
	2026 Year 11	2027 Year 12	2026 Year 11	2027 Year 12
Certificate III in Screen and Media (NNEI at DSC)			CUA31020	
Drama	AEDRA	ATDRA	GEDRA	GTDRA
Media Production & Analysis			GEMPA	GTMPA
Music			GEMUS	GTMUS
Visual Art			GEVAR	GTVAR

Certificate III in Screen and Media (CUA31020)

NNEI at Dianella Secondary College

This course is a two-year VETDSS course and, once completed, counts for 6 C grades over Year 11 and 12.

This Certificate is auspiced through Skills Strategies International – RTO Code: 2401

Your creative future begins here.

This qualification offers students in Year 11 a pathway to the Screen and Media Arts sphere. This program is suitable for students who have an interest in

- Writing and creating content for social media platforms
- Writing, shooting and sound editing within the world of screen media, and
- Creating podcasts to reach specific audiences

This course is tailored to students who would like to be on both sides of the camera. Dianella Secondary College offers this qualification from the amazing surroundings

of the Dandjoo Performing Arts Centre, a purpose-built space that can function as a multidisciplinary Arts space.

How will this course help students in the future?

This qualification provides a pathway for students to several roles within the creative industries and provides a foundation for study in the future. The Certificate III Screen and Media provides the practical skills to develop a portfolio of work to apply for entry level in the creative industry for both presenting and technical roles.

The estimated cost of this course is $150

Drama - ATAR (AEDRA)

Drama courses have a practical AND a written component; students will be required to perform in front of an audience. Please note that this course has two examinations – one practical and one written.

The Drama ATAR course focuses on drama practice and analysing text in performance. Course work includes production and design of sets, sound, lighting, and costumes. Students create new works and take on script work in a variety of genres. They present drama to a range of audiences and work in different performance settings.

Unit 1 – Realism and Representational Drama

The focus of this unit is realism and representational drama. Students will explore the approach of Stanislavski in workshop and performance. Students view, read and perform relevant drama works and texts using scripts and/or script excerpts from Australian and/or world sources. Students will take on a monologue as their first semester exam piece, this work will be used in the second semester exam as well.

Unit 2 – Non-Realism and Presentational Drama

The focus for this unit is performance styles of presentational drama. Students work independently and in teams exploring the works of Brecht and others. Students will devise their own drama for use in their semester two practical exam and the second semester showcase. Students are encouraged to attend performances as and when they are offered throughout their study of Drama this year.

Minimum entry recommendation

There is no minimum entry requirement for this course. A B grade in Year 10 English is desirable.

How will this course help students in the future?

The drama course encourages students to take part in team building and problem solving, improving self-esteem, resilience and self-awareness. These skills, commonly called "soft skills" are essential and highly sought after in the workplace. Successful achievement in this ATAR course can count towards University Entrance when taken as one of four ATAR subjects.

Years 11 and 12 | Drama

The estimated cost of this course is $80

Drama - General (GEDRA)

Drama courses have a practical AND a written component; students will be required to perform in front of an audience.

The Drama General course focuses on aesthetic understanding and drama in practice as students integrate their knowledge and skills. They use the elements and conventions of drama, drama processes, such as improvisation, play building, text interpretation, playwriting and dramaturgy which allow them to create original drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects involving sets, costumes, makeup, props, promotional materials, stage management, front-of-house activities, and sound and lighting. Increasingly, students use technologies, such as digital sound and multimedia. They present drama to a range of audiences and work in different performance settings.

Unit 1 – Dramatic Storytelling

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

Unit 2 – Drama Performance Events

The focus for this unit is drama performance events for an audience other than their class members. In participating in a drama performance event, students work independently and in teams. They apply the creative process of devising and of interpreting Australian and/or world sources to produce drama that is collaborative and makes meaning. Students are expected to attend a minimum of TWO drama productions as part of this course over the year.

Minimum entry recommendation

There is no minimum entry recommendation.

How will this course help students in the future?

The drama course aims to enable students with skills such as teamwork, problem solving, self-esteem and

self-awareness to prepare themselves for future employment.

Years 11 and 12 | Drama

The estimated cost of this course is $80

Media Production and Analysis - General (GEMPA)

This course has a 70% practical and a 30% written component

The Media Production and Analysis General course aims to prepare students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret the stories of others.

Students, as users and creators of media products, consider the important role of audiences and their context. This course focuses on the development of technical skills in the practical process.

The production of media work enables students to demonstrate their understanding of the key media concepts as well as express their creativity and originality. When producing media work, students learn to make decisions about all aspects of production, including creative choices across pre-production, production and post-production phases. This provides an opportunity for students to reflect on their own creative work.

Unit 1 – Mass Media

The focus for this course on mass media is genre film and film marketing. Students reflect on their own use of the media, common representations, including the examination of characters, stars and stereotypes and the way media is constructed and produced.

Students are introduced to the languages of the media, learning how codes and conventions are used to construct representations within narratives. They examine the media that surrounds them and consider how audiences interpret media representations of people and their associated values. They also generate ideas and learn the basic production skills and processes as they apply their knowledge and creativity in their productions.

Unit 2 – Point of View

The focus for this course on point of view is television news journalism and photo-essays. Students will learn how a point of view can be constructed. They will analyse ways in which information and specific codes, conventions and techniques are selected and used to present a particular point of view in media work and construct a point of view in their own productions.

In contexts related to point of view, students analyse media work in commercial and non-commercial media. They learn about production processes and some of the controls that influence decision making in media production. Students develop strategies and production skills when creating their own media work.

Minimum entry recommendation

There is no minimum entry requirement for this course. Information regarding this will be provided during the course counselling process, or if relevant, may be discussed with the Year 10 teacher.

How will this course help students in the future?

Within the course the practical application of skills, techniques, strategies and teamwork are developed enabling students to manipulate technologies which simulate industry experiences. Careers supported by the study of Media include Screen/Television/Radio Production, Digital and Web Production, Graphic Design, Sound Production, Teaching, Journalism, Public Relations, Market Research, Event Management. and other careers requiring creativity, innovation and the ability to problem solve and work in teams.

Years 11 and 12 | Media Production and Analysis

The estimated cost of this course is $100

Music - General (GEMUS)

This course has a practical AND a written component.

The Music General course encourages students to explore a range of musical experience, developing their musical skills and understanding, and creative and expressive potential, through a selected musical context. The course provides opportunities for creative expression, the development of aesthetic appreciation and understanding and respect for music and music practices across different times, places, cultures and contexts. The practical component focuses on instrumental and vocal performances, working independently and with others.

Unit 1

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

specific context(s) selected for study. Students develop skills, confidence and stylistic awareness to engage in music making as performers and audience members both individually and collaboratively.

Unit 2

Students further develop their knowledge about how music is created and performed, analysing musical works and exploring how social, cultural and historical factors shape music in the specific context(s)selected for study. They hone their aural and music literacy skills and continue to build on their performance skills in greater depth.

Minimum entry recommendation

This course is mainly for students who have completed Year 10 Class Music course (10MUS). It is possible that other students with previous musical experience may be suited to this course, but an interview with the music teacher is required prior to subject selection. It is accessible to students with varied backgrounds and levels of experience in music and is designed to provide a flexible framework through which the areas of content can be taught.

How will this course help students in the future?

The General Music course is designed to encourage students to participate in musical activity as both a recreational and a vocational choice. It may serve as a pathway for further training and employment in a range of professions within the music industry, or as a means of experiencing the pleasure and satisfaction that comes from making music. Participation in Music is widely recognised for its broader benefits, including the development of cooperative skills and higher-order thinking, as well as fostering individual resilience and persistence.

Years 11 and 12 | Music

The estimated cost of this course is $100

Visual Art - General (GEVAR)

This course has a practical AND a written component.

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

Unit 1 – Experiences

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

Unit 2 – Explorations

The focus for this unit is explorations. Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment. When exploring ideas and approaches to art making, students investigate the work of other artists. They learn to identify stylistic features of art forms from different times and places and explore ways to manipulate art elements and principles to generate, develop and produce their own artwork.

Minimum entry requirement

Visual Arts General has no minimum requirement. The course has a high practical content, so basic hand-building and drawing skills are recommended. Information regarding this will be discussed at the course counselling interviews or, if relevant, with the student's Year 10 Arts teacher.

How will this course help students in the future?

The Visual Arts course aims to enable students to make connections to relevant fields of study and to more generally prepare them for creative thinking and problem solving in future work and life. It aims to contribute to a sense of enjoyment, engagement and fulfilment in their everyday lives, as a maker or audience member of art.

Years 11 and 12 | Visual Arts

The estimated cost of this course is $120

Endorsed Programs

An Endorsed Program is a learning program that has been developed for Senior School students (Years 10-12) and can be delivered as part of the school curriculum or as extra-curricular activities.

There are two types of Endorsed Programs:

Authority Developed Endorsed Programs. Examples include:

- ADCAP – Community Arts Performance
- ADCS – Community Service
- ADESP – Elite Sports Performance
- ADOEP – Off Campus Enrichment
- ADRP – Recreational Pursuits
- ADSP – School Production
- ADWPL – Workplace Learning

Private Provider Endorsed Programs. Examples include:

- PLSMTA – Law, Society, Mock Trials
- PROIN – Interact Club
- PIMS – Instrumental Music School Services
- PPWBR3 – Dept of Parks & Wildlife, Bushrangers
- PRLBM – Royal Life Saving, Bronze Medallion
- PAMP7 – Graduate College of Dance
- PTICC – Toastmaster International
- PAFPT – Australian Air Force Cadets

For students participating in Endorsed Programs there are numerous benefits:

- Students may develop a range of 'Core Skills for Work' that will help to make them more future ready citizens
- Students extend their networks which can be beneficial in their future career aspirations
- Assists students when applying for scholarships or at university interviews
- Assists students at risk by gaining C grade equivalents towards the WACE

A more comprehensive list of Endorsed Programs can be found on the SCSA website.

Years 11 and 12 | Endorsed Programs

For more information, please contact Mrs Spatocco

VET Coordinator.

Workplace Learning (ADWPL)

Workplace Learning is an Authority-developed endorsed program that is managed by individual schools and open to students in Years 10, 11 and 12. To complete this endorsed program, a student works in paid employment 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 Authority's *Workplace Learning Logbook*.
- provide evidence of his/her knowledge and understanding of the workplace skills by completing the Authority's *Workplace Learning Skills Journal* after each 55 hours completed in the workplace.

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

Vocational Education and Training (VET) programs

School Based (Auspices) VET Programs

School based VET programs are delivered on the school site as part of a student's regular timetable. All programs involve a partnership between Dianella Secondary College and Registered Training Organisations (RTOs), so that students can achieve a VET qualification that is delivered at school as part of a student's Year 11 and/or Year 12 course selection.

Students are strongly encouraged to study VET courses in addition to their ATAR and/or General course selections.

These courses:

- include a full VET qualification and mandatory workplace learning
- contribute towards the WACE as course units.

Qualifications undertaken through VET industry specific courses can be used to meet the Certificate II (or higher) component of the WACE.

The workplace learning component of the course contributes as unit equivalents towards the WACE.

Vocational Education and Training Delivered to Secondary Students (VETDSS) Pathway

Vocational Education and Training Delivered to Secondary Students (VETDSS) offers students the opportunity to gain a nationally recognised VET qualification while still at school. VET qualifications:

- Develop employability skills (for example, communication and problem-solving skills);
- Give industry specific skills, actual work experience and an understanding of the world of work; and
- Help explore and plan career options.
- Are delivered at TAFE, at school or at a private Registered Training Organisation (RTO)
- If students undertake a VET qualification while a full-time secondary student, this may also count towards their Western Australian Certificate of Education.

TAFE and Vocational Education and Training is an adult learning environment with a focus on developing skills to the standard required in the workplace. This means that:

- Students are responsible for their own learning and are expected to manage their workload, seeking assistance from lecturers and College staff when needed.
- Learning activities at TAFE and RTOs are not limited to lessons in the classroom environment and may include:
    - Lectures, Tutorials, Flexible delivery, Online learning, Group work, Assessments, Workshops, Seminars, Research, Project Work
- Students may be required to complete assessment tasks/assignments outside of their scheduled timetable. Some of these assessment tasks/assignments are undertaken in the community.

Courses offered through VETDSS are usually advertised in Term 3 and applications close early September. Specific dates will be advertised through Connect and Compass. To be competitive students need to provide the following:

- Year 10 Semester 1 school report, C Grade for Maths and English and OLNA results.
- A statement outlining why they should be selected to participate in the course.

Students interested in this pathway need to see Ms Spatocco VET Coordinator or Ms Cullen VET HoLA.

Apprenticeships and Traineeships

In selected industry areas, Dianella Secondary College students may be eligible to complete a qualification through external VET placements in Years 11 and 12, at the same time as completing the Western Australian Certificate of Education through one of three programs:

- School Based Apprenticeship (SBA)
- School Based Traineeship (SBT)
- Aboriginal School Based Traineeship (ASBT)
- Pre-Apprenticeship in Schools (PAiS)

In these programs, students attend school for four days and attend specified training days at a Registered Training Organisation.

Apprenticeships and traineeships combine practical experience at work with structured training that leads to a nationally recognised qualification.

If students are interested in technical trades such as bricklaying or cabinet making, then they would consider an apprenticeship. Traineeships are usually in non-trade areas such as childcare, government, hospitality, business, manufacturing and health.

School Based Apprenticeship (SBA)

A school-based apprenticeship allows students to start an apprenticeship in Year 11 or 12, while still at school. Under these arrangements, the student is both a full-time student and a part-time employee. After the student leaves school, they continue the apprenticeship on a full-time or part-time basis.

The student will develop skills and get paid whilst getting ready for a career in the workforce, as well as working towards their WACE and an industry recognised qualification. SBA opportunities are advertised on CONNECT and the school Facebook page as they arise.

Dianella Secondary College will assist and support a student who arranges to commence a SBA or SBT with an employer where suitable.

Not all industry areas offer SBTs and SBAs. Further information is available at:

Apprenticeship Officehttps://www.dtwd.wa.gov.au/apprenticeship-office

School Based Traineeship (SBT)

A school-based traineeship allows senior secondary students to start a traineeship while also completing the Western Australian Certificate of Education (WACE). Under these arrangements, the student is both a full-time student and a part-time employee with the same employment and training responsibilities as other trainees.

A SBT is approximately an 18-month commitment. Once the contracts are signed, students are employees and are paid a training wage for the on-the-job component of their traineeship. Successful candidates complete a Certificate II or higher in their industry area, which will count towards secondary graduation and, therefore, may allow a reduction in the number of courses the student studies at school. SBT opportunities are advertised on CONNECT and the school Facebook page as they arise. SBTs are managed by the VET Coordinator at the school. Students usually undergo a trial period with an employer and, if successful, may commence a traineeship.

Aboriginal School Based Traineeships (ASBT)

Aboriginal School Based Training provides opportunities for Aboriginal students in Years 10, 11 and 12 to start training in school to gain a qualification, sustainable employment or go onto further education or training.

There are three phases:

- Preparatory programs – preparing students for work
- Pre-employment assessment – ensuring students are ready for the workplace
- Apprenticeship and traineeship options – making the best selection for the student

Pre-Apprenticeships in Schools (PAiS)

Pre-Apprenticeships in Schools are Certificate II programs that have been nominated by Western Australian industry councils as valid pathways from school to a traditional trade apprenticeship.

Students in Year 11 and 12 attend school, training at a Registered Training Organisation and are linked to an employer for work placement. Students can undertake a Certificate II Pre-Apprenticeship while still completing their Western Australian Certificate of Education.

Useful Career-related Websites

The information available from the following list of contacts may help students determine their post-school options.

Institution	Location	Phone	Website
TAFE and Training			
North Metropolitan TAFE	East Perth, Leederville, Mt Lawley, Northbridge & Joondalup	1300 300 822 1300 134 881 (Joondalup)	http://www.northmetrotafe.wa.edu.au
South Metropolitan TAFE Course Information Centre	Thornlie, Carlisle, Balga, Armadale, Midland & Bentley	1800 001 001	http://www.southmetrotafe.wa.edu.au
Jobs and Skills WA		13 64 64	www.jobsandskills.wa.gov.au
WA Department of Training & Workforce Development	Osborne Park WA 6017	(08) 6551 5000	https://www.dtwd.wa.gov.au/training#training-in-western-australia
TAFE Handbook online			https://www.tafecourses.com.au/
iVet	Suite 3/7 English St, Essendon Fields, VIC 3041	1300 004 838	https://www.ivetinstitute.com.au/
Skills Strategies International	5/199 Balcatta Road, Balcatta WA 6021	(08) 6143 2180	https://www.skillstrategies.edu.au/
Stanley College	9 Chesterfield Road Mirrabooka WA 6061	(08) 6371 9999	https://www.stanleycollege.edu.au/
Universities			
Curtin University Prospective Students Office	Kent Street, Bentley	1300 222 888	https://www.curtin.edu.au/study/
Edith Cowan University	Joondalup & Mt Lawley	134 328	http://www.ecu.edu.au/future-students/overview/
Murdoch University Prospective Student Centre	Perth, Mandurah, Rockingham	1300 687 3624	https://www.murdoch.edu.au/study/
University of WA Prospective Student Advisors	Crawley, Claremont & Albany	6488 2477	https://www.uwa.edu.au/study/
University of Notre Dame		9433 0533	https://www.notredame.edu.au/study/pathways

Prospective Student Advisors		Freecall 1800 640 500	
Universities Guide (A useful site that rates Australian Universities and outlines their facilities/courses)			https://www.gooduniversitiesguide.com.au
Career Related Sites			
Jobs & Skills WA			www.jobsandskills.wa.gov.au
Careers Online			https://www.careersonline.com.au/
myfuture			https://myfuture.edu.au/
Skillsroad			https://skillsroad.com.au/
Education			
School Curriculum & Standards Authority			www.scsa.wa.edu.au or contact info@scsa.wa.edu.au
Department of Education			https://www.education.wa.edu.au
Tertiary Institutions Service Centre This site also provides links to the Tertiary Institution Service Centres and universities in the other states of Australia.			www.tisc.edu.au
Apprenticeships and Traineeships			
Department of Training and Workforce Development			https://www.dtwd.wa.gov.au/apprenticeship-office
Apprenticeship Support Australia		1300 363 831	https://www.apprenticeshipsupport.com.au/
Australia Wide Job Search			https://www.workforceaustralia.gov.au/
Seek			https://www.seek.com.au/
Australian Defence Force			
Career Information	Level 7, 66 St George's Terrace, Perth 6000	131 901	https://www.defencejobs.gov.au/