DIANELLA
SECONDARY COLLEGE

Year 11 2025
Course Selection Information Guide

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 (Upper School), VET coordinator, and Career Practitioner.

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.

Course selection

What are your goals, dreams and aspirations? 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 2025

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

- ATAR University pathway
- 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 Upper 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 student selecting each course, and the availability of teachers.****

School and WACE

Western Australian Certificate of Education (WACE)

This section is relevant to all students seeking to achieve the WACE.

The WACE is a certificate that demonstrates significant achievement over Years 11 and 12.

The WACE requirements

Achievement of your WACE acknowledges that you have achieved or exceeded the required minimumstandards in an educational program with suitable breadth and depth at the end of your compulsory schooling.

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

General requirements

- demonstrate a minimum standard of literacy and a minimum standard of numeracy based on the skills regarded as essential for individuals to meet the demands of everyday life and workin a knowledge-based economy
- complete a minimum of 20 units or equivalents as described below
- complete four or more Year 12 ATAR courses or;
- 5 General courses as equivalent

Breadth and depth

Students will complete a minimum of 20 course units or the equivalent. This requirement must includeat least:

- a minimum of ten Year 12 units or the equivalent
- two completed Year 11 English units and one pair of completed Year 12 English units
- one pair of Year 12 course units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology)

Achievement standard

Students will be required to achieve 14 C grades (or equivalents, see below) in Year 11 and 12 units, including at least six C grades in Year 12 units (or equivalents). Unit equivalence can be obtained through Vocational Education and Training, (VET) programs and/or endorsed programs. The maximum unit equivalence available through these programs is eight units – four Year 11 units and four Year 12 units. Students may obtain unit equivalence as follows:

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

Achievement of a WACE

Courses units/programs from ATAR, General, VET programs and endorsed programs contribute to the achievement of a WACE.

WACE courses are grouped into List A (arts/languages/social sciences) and List B (mathematics/science/technology). Students studying for a WACE must select at least one Year 12 course from List A, and List B.

Schools choose to offer courses that meet the needs and interests of their students in line with the resources they have available.

You can select across a range of course units at various cognitive levels to suit your skills and post- school aspirations. If you think you will be heading to university once you finish Year 12, you should enrol in at least four ATAR courses to be eligible for an ATAR. Universities use the rank as a selection mechanism.

If you do not complete the course requirements to achieve an ATAR, you will need to complete a minimum of 5 General courses or equivalent.

Each course has four units – Unit 1 and Unit 2 (Year 11 units) and Unit 3 and 4 (Year 12 units). Unit1 and Unit 2 can be studied as single units per semester, Unit 3 and Unit 4 must 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.

The Western Australian Statement of Student Achievement (WASSA)

A WASSA is issued to all Year 12 students who complete any study contributing to a WACE. It lists all courses and programs students have completed in Years 11 and 12.

OLNA - Literacy and numeracy

There are two parts to demonstrating competence in literacy and numeracy. Firstly, you must complete two Year 11 English units and a pair of Year 12 English units.

Secondly, you must demonstrate that you have met the minimum standard for literacy and numeracy, which is based on skills regarded as essential for individuals to meet the demands of everyday lifeand work.

You can demonstrate the minimum standard: through the Authority's Online Literacy Numeracy Assessment (OLNA), or if you demonstrate Band 8 or higher in your Year 9 NAPLAN, Reading, Writing and Numeracytests.

The OLNA is compulsory for those students who have not prequalified in one or more of the components through Year 9 NAPLAN/OLNA and want to achieve the WACE. Students will have up to six opportunities (two per year) between Year 10 and Year 12 to demonstrate the literacy and numeracy minimum standard.

If you have a language background other than English and arrived from overseas in the past year,you may be able to delay sitting the OLNA. You should discuss your options with the Senior School Deputy Principal.

Disability provisions are available for students with significant conditions which may severely limit their capacity to participate in the OLNA. After discussions with parents/carers and the school, these students may choose not to sit the OLNA. However, this would mean that these students could not achieve the WACE. Students should discuss their options with the school.

Vocational Education and Training (VET) programs

VET qualifications are for students wishing to participate in nationally recognised training. All VET qualifications require registered training organisation (RTO) delivery, assessment, and quality control under the relevant VET regulatory body. A Certificate II (or higher) is one option for meeting the requirements to achieve a WACE. VET credit transfer can contribute up to eight of the 20 units you need to achieve your WACE. These qualifications contribute to the WACE as unit equivalents.

Students may have their VET achievements contribute to the WACE either as:

- a VET industry specific course
- VET credit transfer (the mechanism by which VET qualifications may be used to substitute for a specified number of WACE course units – see also unit equivalents)
- a combination of the above

VET is recognised across Australia. VET programs can give you the opportunity to gain core skills for work and, in some cases, complete training in industry through workplace learning

TISC & ATAR information

The Australian Tertiary Admissions Rank (ATAR)

Your ATAR is calculated from your scaled scores in the WACE courses you have taken, using your Tertiary Entrance Aggregate (TEA) as the basis. The ATAR is derived from school-based assessment and an external examination. To obtain an ATAR, students must sit the WACE examinations at the end of Year 12.

- The maximum TEA is 430
- The ATAR will be calculated by adding the best four combined (school and examination) scaled scores in courses
- No course can be counted more than once
- An ATAR ranges between zero and 99.95 and reports your rank position relative to all other students
- If you have an ATAR of 70.00, for example, it indicates that you have achieved as well as or

better than 70% of the Year 12 school leaver age population
- The ATAR allows the results of any WA student applying for university admission interstate to be directly compared with results in other states

Tertiary Institutions Service Centre

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: www.tisc.edu.au

You and your parents should access the latest information from this website (updated in June of each year). In order to be considered for university admission via an ATAR score, you must:

- meet WACE requirements as prescribed by the School Curriculum and Standards Authority
- obtain a minimum ATAR score of 70 to gain a place in the desired course (including via concession)
- achieve the selected university's requirement for English Language Competence:
- satisfy any prerequisites or special requirements for preferred courses

Grades and school marks

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

- must have had the opportunity to complete your 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.

You will receive a grade of A, B, C, D or E for each unit pair you have 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.

You will also receive a school mark in the range of 0 to 100 for each unit pair of an ATAR or General course you complete.

In Year 11 there may be occasions when you need to change your course enrolment at the completion of

Semester 1 (e.g. you may nominate to transfer from an ATAR course to a General

course). Only in these cases will you receive a grade and mark for each individual unit you have completed.

You 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 you do not complete the requirements of a VET course you will be awarded a 'U' notation and WACE credit may contribute as VET unit equivalence, depending on how much of the course you 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 your school are based on the Authority's grade descriptions for each course. The grades you receive from your school are provisional until confirmed by the Authority. Your school is required to advise you in writing if any changes are made to your provisional grades during the approval process. However, the Authority adjusts the grades assigned by a school only in exceptional circumstances.

TAFE and university admission requirements

Students wishing to enter University will usually need to:

- Achieve the Western Australian Certificate of Education (WACE) as prescribed by the School Curriculum and Standards Authority. Please refer to the information provided in this guide.
- Attain competence in English as prescribed by the individual universities. For university admission purposes, usually you demonstrate competence in English by achieving the prescribed standard in the Year 12 English ATAR Course. If you intend to study a General English course in Year 11 and 12 and want to go to university, remember that restrictions may 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.
- Obtain a sufficiently high ATAR/Selection Rank for entry to a particular course. The Australian Tertiary Admission Rank is the basis of admission to most university courses. You are ranked in order of merit based on your ATAR.
- Satisfy any prerequisites or special requirements for entry to particular courses. Make sure that you satisfy the prerequisites for admission to the university course of your choice. Prerequisites are courses or special requirements that must be successfully completed for entry to particular university courses.
- 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.
- For students who are looking to enter University through alternative pathways, you are encouraged to seek information from the individual universities' website or your course counsellor. The methods of entry vary significantly between each 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 (Australian Qualifications Framework) 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/

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 who didn't successfully complete Year 12 or generate an ATAR, use it as a steppingstone to university.

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. Advance payment of $100 is required at the completion of course counselling. If payments are not received, students may be moved to 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 24 March 2025.

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:

- $115 clothing allowance paid directly to the parent or the college
- $235 education program allowance paid directly to the college

Pathways

1 - ATAR

If you wish to follow an ATAR pathway you are required to select six (6) courses with 4 or more being an ATAR listed course. You will also be required to have selected a minimum of one ATAR course from List A and one 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)

- English
- Modern History
- Drama

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

- Chemistry
- Science in Practice
- Human Biology
- Mathematics Specialist
- Mathematics Methods
- Mathematics Applications
- Physics
- Psychology

VET
Certificate Courses
(all 2 year duration)

- **Onsite Courses**
  - Certificate II in Applied Digital Technologies
  - Certificate II in Cookery
  - Certificate II in Engineering Pathways
  - Certificate II in Workplace Skills
  - Certificate III in Business

- **Offsite Courses**
- Certificate II in Automotive (Morley SHS)
  - Certificate II in Community Health and Wellbeing – Pre-traineeship in Nursing (AMA Joondalup)
  - Certificate II in Construction (Girrawheen SHS)

2 - General pathway

If you wish to follow a General pathway you are required to Select six (6) courses, with a minimum of one course from List A and one from List B, plus the option of a Certificate course. English is compulsory for the WACE. A Math course is required if you have not yet passed OLNA. Certificate courses can be a positive option when undertaking this pathway if it fits with your 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)

- Chemistry
- Design (Photography)
- 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
  - Certificate II in Engineering Pathways
  - Certificate II in Workplace Skills
  - Certificate III in Business
- **Offsite Courses**
  - Certificate II in Automotive (Morley SHS)
  - Certificate II in Community Health and Wellbeing – Pre-traineeship in Nursing (AMA Joondalup)
  - Certificate II in Construction (Girrawheen SHS)

3 - Vocational Education and Training 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)

School Based (Auspiced) 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.

Staff at Dianella Secondary College who can help

Administration

Mrs. M Grey

Deputy Principal – Senior School

Student Services

Mr B. Retamal

Program Coordinator – Student Services (Upper School)

VET Coordinator

Ms. S. Teo

Career Practitioner

Mr. T Brennan

Learning Areas

Mrs L. Allan

Teacher in Charge – The Arts

Dr Anne Paterson

Teacher in Charge – Mathematics

Mr. S Cvetkoski

Head of Learning Area - Science

Mrs. K Salisbury

Head of Learning Area - Humanities

Mrs D. Cullen

Head of Learning Area – Technologies

Mr. J McPhail

Head of Learning Area - Health & Physical Education

Courses on offer

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.

The cost of this course is $50.

Career and Enterprise – General (GECAE)

The Career and Enterprise General course engages students in learning about developing their career in a constantly changing digital and globalised world. Careers are now considered to be about work, learning and life. Individuals need to be proactive, enterprising career managers who engage in lifelong learning. The Career and Enterprise General course aims to provide students with the knowledge, skills and understanding to enable them to be enterprising and to proactively manage their own careers. The course reflects the importance of career development knowledge, understanding and skills in securing, creating and sustaining work.

Unit 1 – Work & Networks

The focus of this unit is exploring work and networks. Students develop an understanding of aspects of work, such as part-time, full-time, flexi hours, volunteer work and unemployment. They learn that positive self-esteem and self-management are required to access work opportunities and acquire skills to build careers. Students learn the basic organisation and roles associated with different workplace structures, and develop awareness that employment is connected with responsibility for them self and others.

Unit 2 – Work Readiness

The focus of this unit is entry-level work readiness. Students explore the attributes and skills necessary for employment and identify their personal strengths and interests and the impact these have on career development opportunities and decisions. Students examine the organisation of workplaces within a chosen industry area and learn about the rights and responsibilities of employees and employers in entry-level jobs.

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 program has been specifically developed to support you in your investigations into the world of work and to help enable you to develop into a more enterprising young worker. This course enables students to increase their knowledge of work and career choices and to identify a network of people and organisations that can help with their school-to-work transition.

The cost of this course is $50.

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

In this unit, students continue to develop their understanding of bonding models and the relationship between structure, properties and reactions, including consideration of the factors that affect the rate of chemical reactions. Students investigate the unique properties of water 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 or higher in Year 10 Science and maintaining at least 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.

The 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 particular 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 provide 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.

The cost of this course is $84.

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.

The cost of this course is $100.

Design Photography - General (GEDESP)

(Design courses have a practical AND a written component)

The goals of the Design General course are to facilitate a deeper understanding of how design works; and how ideas, beliefs, values, attitudes, messages and information are effectively communicated to specific audiences with specific intentions or purposes via the visual media form of Photography. It allows students to develop advanced camera skills to enable them to operate a camera in a variety of conditions and make use of the functions available on a typical digital camera. They will be expected to assemble a portfolio of work demonstrating their skills and knowledge. Postproduction and digital manipulation are also covered to prepare an image for publishing/printing. Students will also learn to take on a brief and produce images as required by a client.

This course aims to achieve these goals by exposing students to a variety of communication forms and a thorough exploration of design.

Design projects allow students to demonstrate their skills, techniques and application of design principles and processes; to analyse problems and possibilities; and to devise innovative strategies within design contexts.

Unit 1 – Design Fundamentals

The focus of this unit is to introduce design process and practice. Students learn that design can be used to provide solutions to design problems and communication needs. They are introduced to basic design skills and a range of techniques within a defined context to demonstrate control over the elements and principles of design.

Unit 2 – Personal Design

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

Minimum entry recommendation

There is no minimum entry requirement for this course.

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 photojournalist, designer, scientific photographer or commercial photographer.

The cost of this course is $112.

Drama - ATAR

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.

The 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 requirement for this course.

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.

The cost of this course is $50.

English – ATAR, General & Foundation

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, through the use of 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 strong A or B result in Year 10, as well as achieving at least Band 8 in NAPLAN Reading and Writing in Year 9.

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

Students who have not demonstrated the minimum literacy standard required in the Online Literacy and Numeracy Assessment (OLNA) in Year 10 are required to enrol in the Foundation English course in Year 11.

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 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 are able to 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.

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

English – Foundation (FEENG)

Foundation English courses are designed for students who have not demonstrated the Western Australian Certificate of Education (WACE) standard of Standard Australian English (SAE) literacy skills. These standards are based on Level 3 of the Australian Core Skills Framework (ACSF) which outlines the skills required for individuals to meet the demands of everyday life and work in a knowledge-based economy.

The English Foundation course aims to develop skills in reading, writing, viewing, speaking and listening in work, learning, community and everyday personal contexts. Such development involves an improvement in English literacy where literacy is defined broadly to include reading ability, verbal or spoken literacy, the literacy involved in writing, and visual literacy. Students undertaking this course will develop skills in the use of functional language conventions, including spelling, punctuation and grammar. Sound literacy skills are required for comprehending and producing texts; for communicating effectively in a learning or working environment, within a community or for self-reflection; and for establishing one's sense of individual worth.

An aim of the Foundation English course at Swan View Senior High School in Year 11 is to provide students with the skills necessary to communicate effectively in both workplace and social situations. The Foundation and General English course content is similar. The Foundation English course work is highly scaffolded and aimed at catering for individual student's literacy needs.

The course also aims to develop students' literacy abilities to a point where they are able to achieve the minimum standard required in the OLNA and enrol in the General English courses.

The cost of each English course is $50.

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.

The cost of this course is $200

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.

The cost of this course is $60.00.

Human Biology - ATAR & General

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

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

Unit 2 – Reproduction and Inheritance

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

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 or 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.

The cost of this course is $80 and this does not include textbooks or excursions.

Human Biology – General (GEHBY)

NEW course 2024

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 in order 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

The cost of this course is $82. This does not include excursions.

Science in Practice – ATAR (AESIP)

The Science in Practice ATAR course encourages students to be questioning, reflective and critical thinkers about scientific issues. The course is based on an integrated view of scientific knowledge that draws on the traditional disciplines of science and new scientific technology to enable students to investigate issues that are interesting and relevant in a modern world. This course provides opportunities for students to consider contemporary scientific developments. This process enables them to make informed judgements and decisions about questions that directly affect their lives and the lives of others.

Unit 1 – Driver Safety and Hearing

Young people are growing up in a world of rapid change. Expanding technologies, new social structures and shifting community values are complex, interrelated factors that affect the way individuals live their lives. The transition to adulthood can bring up issues of

independence and self-identity. For adolescence, nothing symbolises independence more than obtaining their drivers licence, and of expressing self-identity through the music they listen to. Students investigate the issues of inexperience, distractions, drugs and alcohol and the effects they have on drivers; and of vehicle safety. Students also explore the properties of sound and how listening to music and noise can affect the physiology of hearing.

Unit 2 – Biodiversity and Conservation

Biodiversity refers to the variety of life that surrounds us, including all of Earth's plants, animals, their habitats and the ecological processes. Increased scientific understanding of biodiversity has brought to the forefront its importance to our existence. There is a large dependency on biological resources to meet our needs to maintain life. The need for developing areas for our use through clearing land impacts negatively on biodiversity and ecological processes and needs to be monitored carefully. The richer the diversity of life, the greater the opportunity for new medical discoveries, economic development and adaptive responses to climate change. Hence, the need for conservation of flora and fauna to maintain biodiversity is of high importance and is relevant to everyone.

Minimum entry recommendation

The minimum entry requirement for this course is a B grade or higher in Year 10 Science and maintaining at least a B grade in Science. 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?

The minimum entry requirement for this course is a B grade or higher in Year 10 Science and maintaining at least a B grade when science 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.

The cost for this course is $65

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 Maths and English.

How will this course help students in the future?

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 Maths and English. 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.

The cost for this course is $65

Materials Design and Technology Woodwork - 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. In order 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.

The cost of this course is $200

Mathematics – ATAR, Essentials & Foundation

The Mathematics course has been created to offer senior secondary students the opportunity to advance their mathematical skills, to build and use mathematical models, to solve problems, to learn how to conjecture and to reason logically, and to gain an appreciation of the elegance, beauty and creative nature of mathematics. Students use numbers and symbols to represent many situations in the world around them. They examine how mathematical methods associated with number, algebra and calculus allow for precise, strong conclusions to be reached, providing a form of argument not available to other disciplines.

As outlined below there are five paired unit courses in Year 11 Mathematics. Some are taught at Dianella Secondary College, while others can be done through SIDE. These courses have been designed to cater for the full range of student's abilities and their mathematics

achievement at the beginning of their senior years of schooling. The units are written as a sequential development of mathematical concepts, understandings, and skills.

- ATAR Mathematics Specialist
- ATAR Mathematics Methods
- ATAR Mathematics Applications
- General Mathematics Essential
- General Mathematics Foundations

Minimum entry recommendation

The minimum entry requirement for the Mathematics courses will depend on the units in which the student enrols. An overview of requirements is provided in each description below, and information regarding this will be discussed during the Year 11 course counselling process or can be provided by the student's Year 10 Mathematics teacher.

How will this course help students in the future?

People who are mathematically able can contribute greatly towards dealing with many difficult issues facing the world today: problems such as health, environmental sustainability, climate change, and social injustice. We need to understand these problems thoroughly before we can expect to solve them, and this is where mathematics and mathematical modelling are so important.

Mathematics Specialist – ATAR (AEMAS)

This course provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Mathematics Specialist contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods course, as well as demonstrate their application in many areas. The Mathematics Specialist course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers, and matrices.

Minimum entry recommendation

Band 8 or higher on Year 9 NAPLAN and A Grades in year 10 Mathematics. The ABEs on your Semester 1 report for Maths need to be "consistently".

The cost of this course in is $50.

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

Band 8 or higher on Year 9 NAPLAN and A Grades in year 10 Mathematics. The ABEs on your Semester 1 report for Maths need to be "consistently"

The cost of this course is $30.

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

Band 8 or higher on Year 9 NAPLAN/ Passed OLNA Numeracy in Year 10 and A/B Grades in year 10 Mathematics.

ABEs on your semester 1 report for Maths need to be "consistently" (at most 1 or 2 "often")

The 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.

Minimum Entry recommendation

Band 8 or higher on Year 9 NAPLAN/ passed OLNA Numeracy in Year 10 (students on a 2 for OLNA are advised to do Mathematics Foundations; exemptions to this will need to be approved by the Head of Maths).

The cost of this course is $30

Foundation Mathematics (FEMAT)

The Mathematics Foundation course focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the WACE. This course is for students who have not demonstrated the numeracy standard in the OLNA. It provides students with the knowledge, skills and understanding to solve problems across a range of contexts including personal, community and workplace/employment.

Topics covered in Year 11 include whole numbers and money, operations with whole numbers and money, fractions, decimals, length, mass, capacity, time, statistics, probability, perimeter, area and volume.

This course provides the opportunity for students to prepare for post-school options of employment and further training.

Minimum entry recommendation

Students are placed into Foundation Mathematics if they are on Category 1 or 2 for OLNA Numeracy. Students who have not sat the OLNA Numeracy test are recommended to do this course but will need to meet with the Head of Maths and Science for approval.

The cost of this course is $30

Media Production & 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 team work 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.

The cost of this course is $100.

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, in order to determine the cause and effect, and the motives and forces influencing people and events. Through the process of historical inquiry, students are encouraged to question and evaluate historical sources; identify various representations and versions of history; use evidence to formulate and support their own interpretations; and communicate their findings in a variety of ways.

Unit 1 – Understanding the Modern World

This unit provides an introduction to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them, such as liberty, equality and fraternity. 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 an A or 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.

The cost of this course is $50.

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.

The cost of the course is $60

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.

The cost of this course is $100.

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. Throughout the course, emphasis is placed on understanding and improving performance in physical activities.

The integration of theory and practice is central to studies in this course. 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.

Unit 1

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

Unit 2

The focus of this unit is the impact of physical activity on the body's anatomical and physiological systems. Students are introduced to these concepts which support them to improve their performance as team members and/or individuals.

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 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.

The cost of this course is $60

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 also 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. In this unit, 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 or higher in Physics Year 10 Science **and** a B grade or higher 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.

The cost of this course is $60

Psychology - ATAR & General

Psychology is the scientific study of how people think, feel and act. It aims to answer important questions such as what factors influence human development. While there are other disciplines that overlap with psychology's main aim to understand humans, psychology is rigorous in its use of scientific method. This allows for systematic exploration into the complexities of human behaviour based on evidence gathered through planned investigations.

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 have the opportunity to 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 (preferably A or 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/B' grade in Year 10 Science is required. 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.

The cost of this course is $50

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 a number of 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.

The cost of this course is $50

Visual Arts - 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.

The cost of this course is $120

Vocational Education and Training Courses (onsite)

VET programs provide students with the opportunity to achieve a national vocational qualification under the Australian Qualifications Framework [AQF] and will contribute to the WACE. All of the courses run at Dianella Secondary College are two-year courses.

Any VET offerings are proposed at this stage and will be confirmed once a Registered Training Organisation (RTO) can be sourced through the Department's panel of contracted RTO providers. Once an RTO has been secured, VET offerings can be confirmed.

Award of the certificate can only be granted when students have been deemed competent in all required

units of competency and this has been endorsed by the RTO.

No employment outcome or further study opportunity can be guaranteed following award of the Certificate. Employment and further study outcomes are outside of the control of the partnered RTO of this qualification

For VET to contribute towards the WACE you need to have been issued with a Unique Student Identifier and have it added to your student record. Students will be required to apply for a USI prior to commencing Year 11. Please visit www.usi.gov.au

Minimum entry recommendation

There is no minimum entry requirement for VET courses but an interest in this industry area is advised. Information regarding this will be provided during the course counselling process, or if relevant, may be discussed with the relevant teaching staff or the VET coordinator.

ICT20120 Certificate II in Applied Digital Technologies

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.

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

The cost of this course in 2024 is $90

SIT20421 Certificate II in Cookery

This qualification offers students in Year 11 who are interested in the hospitality industry the opportunity to work in a commercial kitchen and café. This program is suitable for students who have a passion for hospitality and would like to pursue an industry pathway. Dianella Secondary College is the only public school in the Northern suburbs offering a Certificate II in Cookery.

How will this course help students in the future?

This qualification provides a pathway to work in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafés, and coffee shops; and other institutions such as aged care facilities, hospitals, prisons, and schools.

This Certificate is currently auspiced through Hospitality Group Training – RTO Code 0386.

The cost of this course in 2024 is $220 plus a $90 Chef uniform fee.

MEM20422 Certificate II in Engineering Pathways

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.

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

The cost of this course in 2024 is $190

SIS20122 Certificate II in Sport and Recreation

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.

This Certificate is currently auspiced through iVet – RTO Code 40548.

The cost of this course in 2024 is $120.00

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

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.

This Certificate is currently auspiced through iVet – RTO Code 40548

The cost of this course in 2024 is $120.00

Vocational Education and Training Courses (offsite via NNEI)

AUR20520 Certificate II in Automotive Servicing Technology (Morley SHS)

This qualification offers a comprehensive start in the automotive industry. Skills taught during this course include servicing cars, troubleshooting, dismantling and assembling engines, servicing and repairing brakes, understanding and repairing cooling systems, servicing fuel injection systems, changing tyres and wheels, servicing gearboxes, transmissions and final drives, basic electrical and general repairs on cars.

This course is for students who have an interest in cars; understanding how they work, and what must be done to keep them in working order.

Minimum entry recommendation

Attendance and behaviour data review and endorsement for interview by host and home school VET Coordinators
Selection panel interview at host school (Morley SHS)

How will this course help students in the future?

Students who wish to become Automotive Technicians, have other automotive aspirations or a vested interest in learning how to service and maintain their own vehicles will benefit from this course.

This Certificate is currently auspiced through Morley Senior High School (Department of Education) - RTO Code 50638

CPC20220 Certificate II Construction Pathways (Girrawheen SHS)

This is a one-year course that is available to Year 11 students. This course encompasses both practical and theory skills in a number of construction trades including brick laying, tiling and plastering. Students learn how to work safely and sustainably in the construction industry in a simulated work environment.

Students enrolling in this program should:

• have a passion and a commitment to the building and construction industry

• would like a quicker and more meaningful transition into either work or training

• enjoy hands on learning and wish to enhance their life skills.

Minimum entry recommendation

Attendance and behaviour data review and endorsement for interview by VET Coordinator

How will this course help students in the future?

The Certificate II in Construction Pathways qualification is the industry's preferred pathway for students seeking entry into a construction-based Apprenticeship or Traineeship. This qualification allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.

This Certificate is currently auspiced North Metropolitan TAFE - RTO Code 52786

The cost of this course in 2024 is $60 per year

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
- ZADRP – 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 extra points towards the WACE

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

For more information, please contact Ms. Sandrine Teo VET Coordinator.

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 (WACE) through one of three programs:

- School Based Traineeship (SBT) / Aboriginal School Based Traineeship (ASBT)
- School Based Apprenticeship (SBA)
- 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 SBT or SBA with an employer where suitable. Not all industry areas offer SBTs and SBAs. Further information is available at https://www.dtwd.wa.gov.au/apprenticeship-office

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 are able to undertake a Certificate II Pre-Apprenticeship while still completing their Western Australian Certificate of Education (WACE).

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 one or more real workplace/s to develop a set of transferable workplace skills. The student must:

- complete the school's workplace readiness program
- 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.

The cost of this course is $20.00

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

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.

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	9267 7500	http://www.southmetrotafe.wa.edu.au
South Metropolitan TAFE Course Information Centre	Beaconsfield, Murdoch, Maritime Centre, Rockingham & Peel	9239 8189	http://www.southmetrotafe.wa.edu.au
Jobs and Skills Centre		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
Training WA Course Information			www.training.wa.gov.au
TAFE Handbook online			https://www.tafecourses.com.au/
Universities			
Curtin University Prospective Students Office	Kent Street, Bentley	9266 1000	http://futurestudents.curtin.edu.au
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://study.uwa.edu.au
University of Notre Dame Prospective Student Advisors		9433 0533 Freecall 1800 640 500	https://www.notredame.edu.au/study/pathways
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/Home
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/