

Ashdale
Secondary College



"Achieving a Positive Future"

YEAR 12 | 2025

COURSE HANDBOOK



Welcome from the Principal

At Ashdale Secondary College, students, staff and parents have access to a world-class education in a world-class facility. Ashdale Secondary College is part of the “Ashdale Cluster”, which includes Landsdale Primary School, Ashdale Primary School, Madeley Primary School, Carnaby Rise Primary School, and Landsdale Gardens Primary School. This Cluster creates a seamless transition from primary school to high school and the development of a K-12 curriculum that is relevant, engaging and stimulating.

Students at the College are equipped with various skills and abilities, including academic, social, physical, and emotional skills. These skills enable them to realise their potential and become valued community members.

This handbook contains vital information about the various courses offered by the College. Please read it with your child so your family knows the options available for them as they enter their next year of study. It also provides an overview of how each year links to further study pathways and helps you make informed choices.

The partnership and relationship between home and school are critical to your child's successful education, and we encourage and welcome parent communication with the College. Please do not hesitate to contact the College staff with any questions or comments.

Jacqueline Bogunovich
Principal
Ashdale Secondary College



WACE Manual (<http://www.scsa.wa.edu.au/publications/wace-manual>)

Published by the School Curriculum and Standards Authority (SCSA) and updated annually, this document provides a detailed breakdown of course requirements, graduation requirements and all other information related to studying for the Western Australian Certificate of Education (WACE).

Year 12 Handbook (<http://www.scsa.wa.edu.au/publications/year-12-information>)

Tertiary Institutions Service Centre (TISC) Website

(<https://www.tisc.edu.au/static/home.tisc>)

The TISC website is an excellent resource for students considering applying for university study in Western Australia.

Technical and Further Education (TAFE) (<https://www.tafecourses.com.au/>)

Technical and Further Education (TAFE) institutions provide predominantly vocational tertiary education courses, mostly qualifying courses under the National Training System/Australian Qualifications Framework/Australian Quality Training Framework.

Ashdale Secondary College Website (<https://www.ashdalesc.wa.edu.au/>)

Western Australian Certificate of Education

This section is relevant to all students seeking to achieve the WACE in 2025.

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 minimum standards 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 work in a knowledge-based economy
- complete a minimum of 20 units or equivalents as described below
- complete four or more Year 12 ATAR courses or;
- give (5) General courses as equivalent

BREADTH AND DEPTH

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

- a minimum of ten (10) Year 12 units or the equivalent
- two (2) completed Year 11 English units and one (1) pair of completed Year 12 English units
- one (1) pair of Year 12-course units from List A (arts/languages/social sciences) and List B (mathematics/science/technology).



ACHIEVEMENT STANDARD

Students must achieve 14 C grades (or equivalents, see below) in Year 11 and Year 12 units, including at least six (6) C grades in Year 12 units (or equivalents).

Unit equivalence can be obtained through Vocational Education and Training (VET) and/or endorsed programs. The maximum unit equivalence available through these programs is eight (8) units – four (4) Year 11 units and four (4) Year 12 units. Students may obtain unit equivalence as follows:

- up to eight (8) unit equivalents through completion of VET programs or
- up to four (4) unit equivalents through completion of endorsed programs or
- up to eight unit equivalents through a combination of VET and endorsed programs, but endorsed programs contribute no more than four unit equivalents.

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

- VET qualifications
 - Certificate I is equivalent to two (2) Year 11 units
 - Certificate II is equivalent to two (2) Year 11 and two (2) Year 12 units
 - Certificate III or higher is equivalent to two (2) Year 11 and four (4) Year 12 units
- Endorsed programs – unit equivalence is identified on the Authority's approved list of endorsed programs.

There are two (2) types of pathways available at Ashdale Secondary College:

1. ATAR course units are for students aiming to enrol in a university course directly from school. The Authority will examine these courses and contribute to achieving an Australian Tertiary Admission Rank (ATAR).
2. General course units are available for students aiming to enter further training or the workforce directly from school or university later in life. These courses require the completion of an Externally Set Task developed by the Authority.

Two (2) types of programs can contribute to the WACE:

1. VET programs
2. Endorsed programs

You can mix and match these options to provide the best platform for meeting the requirements to achieve your WACE and life beyond school.

In Year 10, you can choose what you will study in Years 11 and 12.

ACHIEVEMENT OF A WACE

Course units/programs from ATAR, General, VET programs, and endorsed programs contribute to achieving 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. Appendix 1 lists the subjects as List A and List B.

Schools choose to offer courses that meet their student's needs and interests in line with their available resources.

You can select various course units at different cognitive levels to suit your skills and post-school aspirations. If you are 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 must complete a minimum of five (5) General courses or equivalent.

Each course has four (4) units – Unit 1 and Unit 2 (Year 11 units) and Unit 3 and 4 (Year 12 units). Unit 1 and Unit 2 can be studied as a pair, and Unit 3 and Unit 4 must be examined.

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.

Literacy and numeracy

There are two (2) parts to demonstrating competence in literacy and numeracy. Firstly, you must complete two (2) 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 life and 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 Numeracy tests.

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

There are three assessment components:

- one 60-minute, 60-item multiple-choice of Reading
- one 60-minute, 60-item multiple-choice of Numeracy, and
- one 60-minute, extended response in Writing of between 300 and 600 words.

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. It would be best to discuss your options with the Senior School Deputy.

Disability provisions are available for students with significant conditions that 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.

VET PROGRAMS

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

VET can contribute to eight (8) of the 20 units you need to achieve your WACE.



ENDORSED PROGRAMS

Endorsed programs address areas of learning not covered by WACE courses. Examples include workplace learning, Keys for Life, performance in school productions and independently administered music, speech and drama examinations.

These programs can be delivered in various settings by schools, community organisations, universities, training organisations and workplaces.

Endorsed programs may replace up to two (2) Year 11 course units and two (2) Year 12 course units you need to achieve your WACE.

Appendices

APPENDIX 1: WACE BREADTH-OF-STUDY LIST FOR THE WACE IN 2025

APPENDIX 2: COURSES OFFERED AT ASHDALE 2025

APPENDIX 3: SUMMARY OF COURSES

Appendix 1

WACE breadth-of-study list for the WACE in 2025



To ensure an appropriate breadth of study in your senior secondary studies, you must select at least one Year 12 course from each List A and List B.

List A (arts/languages/social sciences)	List B (mathematics/science/technology)
Business Management and Enterprise	Applied Information Technology
Career and Enterprise	Biology
Children Family and Community	Chemistry
Dance	Computer Science
Drama	Design
Economics	Earth and Environmental Science
English	Engineering Studies
Geography	Food Science and Technology
Health Studies	Health
Modern History	Human Biology
Music	Materials Design and Technology
Politics and Law	Mathematics
Visual Arts	Outdoor Education
	Physical Education Studies
	Physics
	Psychology

Appendix 2

Courses offered at Ashdale 2025



General (moderated with an externally set task)	ATAR Courses 50% external examination, 50% school assessment
Applied Information Technology	Applied Information Technology
Business Management and Enterprise	Biology
Career and Enterprise	Business Management and Enterprise
Children, Family and the Community	Chemistry
Computer Science	Computer Science
Design Graphic Design	Economics
Design Photography	Earth and Environmental Science
English	Engineering Studies
Engineering Studies	English
Food Science and Technology	Geography
Geography	Health Studies
Health Studies	Human Biology
Human Biology	Mathematics Methods
Materials Design and Technology: Metal	Mathematics Applications
Materials Design and Technology: Wood	Mathematics Specialist
Materials Design and Technology: Jewellery	Modern History
Modern History	Physical Education Studies*
Outdoor Education	Physics
Physical Education Studies	Politics and Law
Science in Practice	Psychology
Visual Arts	



The Arts

Visual Arts: General

VISUAL ARTS GENERAL

Unit 3 – Inspirations

The focus of this unit is inspiration. Students become aware that artists gain inspiration and generate ideas from diverse sources, including what is experienced, learned about, believed in, valued, imagined or invented. The breadth of this focus allows the choice of learning contexts related to students' interests. Students develop and apply their visual language knowledge to art making and interpretation in this unit. Through exploration, investigation and experimentation, they develop skills in inquiry, recording observations and manipulating media to create artworks in selected art forms. Through research and first-hand experience of artworks and art-making, students actively engage in perception, research, reflection and response and consider how past and present artists have been inspired to develop artworks. They are given opportunities to present or exhibit their work, describe their source(s) of inspiration, and evaluate the process and success of their finished artworks.

Unit 4 – Investigations

The focus of this unit is investigations. Students explore and develop ideas by investigating different artists, art forms, processes and technologies. Students investigate spontaneous and analytical drawing styles, experimenting with various media and techniques. They further develop their knowledge and understanding of visual language and apply it to art-making and interpretation. In particular, students explore the expressive potential of media techniques and processes, considering their inherent qualities in developing and presenting their artworks. They investigate ways to document their thinking and working practices, refining their reflection and decision-making skills. In this unit, students explore a variety of artworks and media to develop their understanding of the creative process further and learn how to apply new analytical and production skills and techniques in communicating their ideas.



The Arts

YEAR 7 - 8 CORE

Students will rotate between Performing Arts (Music, Dance, Drama) and Visual Arts by Semester.

YEAR 9 ELECTIVES

YEAR 10 ELECTIVES

YEAR 11 SUBJECTS

YEAR 12 SUBJECTS

VISUAL ARTS

Visual Art

Applied Art

Applied Art

General Visual Arts

General Visual Arts

3D Art

3D Art

Contemporary Art and Design

Contemporary Art and Design

DANCE

Dance

Dance

Dance

Cert II Dance
(2 years)

Cert II Dance
(2 years)

Dance Academy

Dance Academy

Dance Academy

DRAMA

Drama

Drama -
Performance Making

Drama - Theatre
Performance Studies

Cert II Live Production
Stagecraft and Drama
Performance (2 years)

Cert II Live Production
Stagecraft and Drama
Performance (2 years)

MUSIC

Music

Music

Music

Cert II in Music
(2 years)

Cert II in Music
(2 years)

Music Academy

Music Academy

Music Academy



English: ATAR, General

Ashdale Secondary College offers two English courses at the **General and ATAR** levels to cater to all student's needs and abilities. Each course is organised into four (4) units, with Unit 1 and Unit 2 delivered in Year 11 and Unit 3 and Unit 4 in Year 12.

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 give students the skills to succeed in many 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 written, oral, multimodal and digital forms.

The **English ATAR** course develops students' analytical, creative, critical thinking and communication skills in all language modes. It encourages students to critically engage with texts from their contemporary world, texts from the past and Australian and other cultures. Such engagement helps students develop a sense of themselves, their world and their place.

Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate texts' purpose, stylistic qualities and conventions and enjoy creating their own imaginative, interpretive, persuasive and analytical responses. The **English ATAR** course is designed to develop students' ability to use all types of texts and language modes and foster an appreciation of the value of English for lifelong learning.

Students refine their skills across all language modes by engaging critically and creatively with texts. They learn to speak and write fluently in various contexts and create different text forms. They hone their oral communication skills through discussion, debate and argument in various formal and informal situations.


All students enrolled in the English ATAR Year 12 course are required to sit the ATAR course examination. The examination is based on a representative sample of Unit 3 and Unit 4 content.


Source: <https://senior-secondary.scsa.wa.edu.au>




English

YEAR 9 CORE


 English Mainstream


 General English Mainstream

 English Focus

YEAR 10 CORE


 ATAR English stream
(A/B Grades)

 General English Mainstream
(C/D Grades)

 English Focus
(D/E Grades)


YEAR 11 CORE

 ATAR English stream

 General English Mainstream

YEAR 12 CORE

 ATAR English stream

 General English Mainstream



Outdoor Education: General

Physical Education Studies: ATAR, General

Health Studies: General, ATAR

OUTDOOR EDUCATION GENERAL

Unit 3 – Building Confidence in the Outdoors

Students understand the planning and organisational requirements to participate in safe, short-duration excursions/expeditions. Students participate in outdoor adventure activities where they develop and improve their technical skills, such as surfing or canoeing, and apply appropriate practices to ensure safe participation and build survival skills. Students develop personal skills related to flexibility in coping and adapting to change and monitoring such things as the elements in an environment or the participation of individuals in activities and expeditions. Features and relationships in natural settings are examined. Weather components, patterns and forecasting are introduced. Students better understand human interactions with nature, past and present. Sustainability is introduced, and local issues are examined.

Unit 4 – Outdoor leadership

Students consider planning and organisational requirements necessary to participate in positive and safe, short-duration excursions/expeditions in selected outdoor activities. Students engage in outdoor activities to develop and improve their technical skills, such as mountain biking or abseiling and apply appropriate practices to ensure safe participation. They continue to develop navigational skills and respond to outdoor emergencies. Students focus on developing commitment, tolerance, resilience and conflict-resolution skills. Students lead briefing and debriefing sessions and appraise their own and others' leadership skills. Students continue to forecast weather and apply strategies to minimise human impact on natural environments. They explore sustainability projects and understand human responsibility for the environment.

Due to the offsite nature of this course, students must demonstrate the ability to follow instructions, self-regulate behaviour, tread water, and swim a minimum of 200m continuously. Before selecting this course, students must get signed approval by the Head of the Learning Area.

Further information about this course can be found at <https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education/outdoor-education> and by clicking the 'General' then 'Syllabus' tab.

PHYSICAL EDUCATION STUDIES ATAR

****It is recommended that students selecting this course have completed the Year 11 ATAR Physical Education Studies course as a pre-requisite.***

Physical Education Studies contribute to students' physical, social, and emotional growth. The Physical Education Studies ATAR course focuses on the complex interrelationships between motor learning and psychological, biomechanical, and physiological factors influencing individual and team performance. Students engage as performers, leaders, coaches, analysts, and physical activity planners.

The course prepares students for post-school pathways, including immediate employment or tertiary studies. It provides students increasingly diverse employment opportunities in the sports, leisure, and recreation industries, education, sports 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.

Further information about this course can be found at <https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education/physical-education-studies> and by clicking ATAR>Syllabus>ATAR Syllabus Year 12.

PHYSICAL EDUCATION STUDIES GENERAL (UNIT 3 AND UNIT 4)

Physical Education Studies contributes to students' physical, social and emotional growth. The Physical Education Studies General course allows students to understand and improve performance by integrating theoretical concepts and practical activities. Through engagement as performers, leaders, coaches, analysts and planners of physical activity, students may develop skills that can be utilised in leisure, recreation, education, sports development, youth work, health and medical fields.

Students selecting this course should have an interest in physical activity. They will complete assessments in theory (50%) and practical (50%).

Further information about this course can be found at <https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education/physical-education-studies> and by clicking General>Syllabus>General Syllabus.

HEALTH STUDIES ATAR (UNIT 3 AND UNIT 4)

****It is recommended that students selecting this course have completed the Year 11 ATAR Health Studies course as a prerequisite.***

The Health Studies ATAR course focuses on studying 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 biomedical determinants of health is a crucial focus of the course. Other course content includes the impact 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 understanding of health concepts and investigate health issues of interest. Through this process, they develop research skills that can be applied to various health issues and concerns.

This course will prepare students for career and employment pathways in various community service industries. Students will be able 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.

Further information about this course can be found at <https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education/health-studies> by clicking General>Syllabus.

HEALTH STUDIES GENERAL (UNIT 3 AND UNIT 4)

The Health Studies General course focuses on studying 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 course's key focus is the influence of social, environmental, economic, and biomedical determinants of health. Other course content includes the impact 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 understanding of health concepts and investigate health issues of interest. Through this process, they develop research skills that can be applied to various health issues and concerns.


This course will prepare students for career and employment pathways in various community service industries. Students will be able 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.

Further information about this course can be found at <https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/health-and-physical-education/health-studies> by clicking General>Syllabus.



Health and Physical Education

YEAR 9 CORE




General Physical Education Studies




General Health Education Studies

YEAR 10 ELECTIVES




General Physical Education Studies



General Health Education Studies

YEAR 11 SUBJECTS



General Physical Education Studies




General Health Education Studies



Cert II in Sport and Recreation
(1 year)

YEAR 12 SUBJECTS



General Physical Education Studies




General Health Education Studies




Cert II in Sport Coaching
(1 year)




Extension Health Education Studies




ATAR Health Education Studies




ATAR Health Education Studies




Netball Academy




Netball Sports Science




Soccer Academy




Soccer Sports Science




ATAR Physical Education Studies




ATAR Physical Education Studies




Basketball




General Sports Science




Physical Recreation




Physical Recreation




Cert II in Sport & Recreation
(1 year)




Cert II in Sport Coaching
(1 year)



Outdoor Recreation



General Outdoor Education



General Outdoor Education



Business Management and Enterprise: ATAR, General

Career and Enterprise: General

Economics: ATAR

Geography: ATAR, General

Modern History: ATAR, General

BUSINESS MANAGEMENT AND ENTERPRISE ATAR

Unit 3

The focus of this unit is on strategic international business growth. The unit explores the need for global expansion and change management. It also addresses the opportunities the global environment provides and the factors that drive international business development.

Unit 4

This unit focuses on global business operations. It explores how businesses operate strategically and examines the features and traits of successful management. It also addresses the significance of strategic planning and the concept of competitive advantage.

BUSINESS MANAGEMENT AND ENTERPRISE GENERAL

Unit 3

This unit focuses on business success at a national level. It explores what it takes to be successful beyond the initial start-up stage. Students investigate the features of successful marketing campaigns and report on how businesses succeed through product expansion, market share, or diversification. The unit also explores how the marketing plan contributes to the overall business plan.

Unit 4

This unit focuses on business growth and the challenges faced by businesses expanding nationally. It explores issues in the business environment, including the importance of intellectual property in protecting business ideas. The unit also addresses the significance of employee motivation and the development of a business plan in the overall success of expansion.

CAREER AND ENTERPRISE GENERAL & WORKPLACE LEARNING

All students who choose this subject will be enrolled in ADWPL and undertake a work placement in two (2) blocks of two (2) weeks.

Unit 3

This unit focuses on adopting a proactive approach to securing and maintaining work. It involves self-management, using work search tools and techniques, developing career competencies, and accessing learning opportunities essential for career building. An assessment is made of the multidimensional operation and organisation of workplaces. The legal, ethical and financial considerations underpinning corporate and individual rights and responsibilities and conflict resolution are examined. An exploration of the implications of organisational reviews due to influences and trends and how they impact individual opportunities to secure and maintain work. Options are provided for students to develop the repertoire of career competencies further and work search techniques that are directly applicable to securing and maintaining employment. Career portfolios are presented



professionally and reflect the organisation of detailed records of work, training and learning experiences, especially those related to securing and maintaining work.

Unit 4

This unit explores issues associated with career management, workplaces, influences, and trends in times of change. Change can be analysed, and the information can inform strategies related to self-management, career building and personal and professional learning experiences. This unit investigates the dynamic nature of the interrelationships between these strategies. Examining the complexity of workplace operations and management of resources is used to understand productivity, achievement of industry standards and compliance with legal, ethical and financial considerations.

ECONOMICS ATAR

Unit 3 - Australia and the Global Economy

The unit explores the linkages between economies and the concepts of globalisation, trade liberalisation and protection of the Australian economy. Students examine Australia's trade, the recording of international transactions and the impact of these transactions on the Australian economy. Students explore the effects of changes in Australia's economic transactions with the rest of the world using recent (the last ten years) and contemporary (the previous three years) economic data and models.

Unit 4 - Economic Policies and Management

The unit explores how economic policies and actions, such as fiscal, monetary, and microeconomic, operate to pursue the Australian Government's economic objectives. Students examine the effects of policies' operation in Australia using economic models and recent (the last ten years) and contemporary (the last three years) economic data. Students apply the language, theories, and tools of economics to develop a critical perspective on the role of these policies in the current Australian Government policy mix.

GEOGRAPHY ATAR

Studying the Geography ATAR course draws on students' curiosity about the diversity of the world's places and their peoples, cultures, and environments. It provides students with the knowledge and understanding of the nature, causes and consequences of natural and ecological hazards, international integration in a range of spatial contexts, land cover transformations, and the challenges affecting the sustainability of places.

The Year 12 syllabus is divided into two (2) units, which are delivered as a pair :

Unit 3 – Global Environmental Change

In this unit, students assess the impacts of land cover change with particular reference to climate change or biodiversity loss.

Unit 4 – Planning Sustainable Places

In this unit, students examine the causes and implications of urbanisation and the challenges that exist in metropolitan Perth and a megacity, with particular reference to how people respond to these challenges to influence sustainability and liveability.

Students are actively involved in their mastery of assessed geographical skills by participating in field excursions to natural and man-made environments. These excursions include data collection, field sketches, and interaction with subject specialists and the wider community to gain a more profound knowledge of a specific area of inquiry.



MODERN HISTORY ATAR

Unit 3 - Modern Nations in the 20th Century

This unit examines the characteristics of modern nations in the 20th century, the crises that confronted nations, their responses to these crises, and the different paths nations have taken to fulfil their goals. Students study the characteristics of one nation. Students investigate crises that challenged government stability, the path of development taken and the social, economic and political order that was either established or maintained. Students examine how the nation dealt with internal divisions and external threats. They emerge with a deeper understanding of the character of a modern nation.

Unit 4 - The Modern World since 1945

This unit examines some significant and distinctive features of the modern world between 1945 and 2001 to build students' understanding of the contemporary world – that is, why we are here now. These include changes to the nature of the world order: shifting international tensions, alliances and power blocs; the emergence of Asia as a significant international political and economic force, and the nature of engagement by and with Australia; the nature of various conflicts and regional and global attempts to create peace and security. Students study one (1) of these features. They should follow and make relevant connections with contemporary events as part of their study. The essential conceptual understandings covered in this unit are causation, continuity and change, historical significance and changing perspectives and interpretations of the past, and contestability. Students study these concepts through Australia's engagement with Asia.

MODERN HISTORY GENERAL

Unit 3 – Societies and Change

Students learn about the evolving nature of societies and the various forces for continuity and change that exist.

Unit 4 – Historical Trends and Movements

Students understand that events, ideas, beliefs and values have contributed to historical trends and movements throughout history.



Humanities and Social Sciences

YEAR 9 CORE & ELECTIVES


 Humanities and Social Sciences


 Oceanography

 Ancient History

YEAR 10 CORE & ELECTIVES

 Humanities and Social Sciences

 History at the Movies

 Crime and Criminology


YEAR 11 SUBJECTS


 ATAR Economics

 General / ATAR Geography

 General / ATAR History

 ATAR Politics and Law

 ATAR Politics and Law

 General Career and Enterprise


YEAR 12 SUBJECTS


 ATAR Economics

 General / ATAR Geography

 General / ATAR History

 ATAR Politics and Law


 ATAR Politics and Law

 General Career and Enterprise



Business

YEAR 9 ELECTIVES




Financial Literacy
and Business

YEAR 10 ELECTIVES




Financial Literacy
and Business

YEAR 11 SUBJECTS



Cert II Workplace Skills
(1 year)



General Business
Management and Enterprise




ATAR Business
Management and Enterprise


YEAR 12 SUBJECTS



Cert III Business
(1 year)



General Business
Management and Enterprise



ATAR Business
Management and Enterprise



Mathematics Methods: ATAR

Mathematics Specialist: ATAR

Mathematics Applications: ATAR

Mathematics Essential: General

There are four mathematics courses, one General and three ATAR. Each course is organized into four units. Unit 1 and Unit 2 are taken in Year 11, and Unit 3 and Unit 4 are taken in Year 12. The Western Australian Certificate of Education (WACE) examination for the three (3) ATAR courses is based only on Unit 3 and Unit 4.

The courses are differentiated, each focusing on a pathway that will meet the learning needs of a particular group of senior secondary students.

MATHEMATICS ESSENTIAL GENERAL

Unit 3

Unit 3 provides students with the mathematical skills and understanding to solve problems related to measurement, scales, plans and models, drawing and interpreting graphs and data collection. Students use the mathematical thinking process and apply the statistical investigation process. Teachers are encouraged to apply the content of the four topics in this unit: Measurement, Scales, plans and models, Graphs in practical situations, and Data collection in a meaningful context and of interest to the students. A variety of approaches could be used to achieve this purpose. Possible contexts for this unit are Construction design and Medicine.

It is assumed that this unit will be taught using an extensive range of technological applications and techniques. Important skills include the ability to choose when and when not to use some form of technology and work flexibly with it. The number formats for the unit are positive and negative numbers, decimals, fractions, percentages, rates, ratios, and square and cubic numbers written with powers and square roots.

Unit 4

Unit 4 provides students with the mathematical skills and understanding to solve problems related to probability, earth geometry and time zones, loans and compound interest. Students use the mathematical thinking process and apply the statistical investigation process to solve probability problems. Teachers are advised to apply the content of the three topics in this unit: Probability and relative frequencies, Earth geometry and time zones, and Loans and compound interest in a meaningful context to the students. Possible contexts for this unit are Finance and Travel.

It is assumed that this unit will be taught using an extensive range of technological applications and techniques. Important skills include the ability to choose when and when not to use some form of technology and work flexibly with it.

The number formats for the unit are positive and negative numbers, decimals, fractions, percentages, rates, ratios and numbers expressed with integer powers.

MATHEMATICS APPLICATIONS ATAR

Unit 3

Unit 3 has three topics: 'Bivariate data analysis', 'Growth and decay in sequences', and 'Graphs and networks'. 'Bivariate data analysis introduces students to some methods for identifying, analysing, and describing associations between pairs of variables, including using



the least-squares method to model and analyse linear associations. The content is to be taught within the framework of the statistical investigation process.

'Growth and decay in sequences' employs recursion to generate sequences that can be used to model and investigate patterns of growth and decay in discrete situations. These sequences find application in a wide range of practical situations, including modelling the growth of a compound interest investment, the growth of a bacterial population, or the decrease in the value of a car over time. Sequences are also essential to understanding the patterns of growth and decay in loans and investments studied in detail in Unit 4.

'Graphs and networks' introduce students to the language of graphs and how graphs, represented as a collection of points and interconnecting lines, can be used to model and analyse everyday situations, such as a rail or social network.

Unit 4

Unit 4 has three topics: 'Time series analysis', 'Loans, investments and annuities', and 'Networks and decision mathematics'.

'Time series analysis' continues students' study of statistics by introducing them to the concepts and techniques of time series analysis. The content is to be taught within the framework of the statistical investigation process.

'Loans investments and annuities' aims to provide students with sufficient knowledge of financial mathematics to solve practical problems associated with taking out or refinancing a mortgage and making investments.

'Networks and decision mathematics' uses networks to model and aid decision-making in practical situations.

MATHEMATICS METHODS ATAR

Unit 3

In Unit 3, the calculus study continues with the derivatives of exponential and trigonometric functions and their applications, together with some differentiation techniques and applications to optimisation problems and graph sketching. It concludes with integration as a process that reverses differentiation and as a way of calculating areas. The fundamental theorem of calculus as a link between differentiation and integration is emphasised. In statistics, discrete random variables are introduced and used in modelling random processes involving chance and variation. This supports the development of a framework for statistical inference.

Unit 4

The calculus in Unit 4 deals with derivatives of logarithmic functions. In probability and statistics, continuous random variables and their applications are introduced, and the normal distribution is used in various contexts. The study of statistical inference in this unit is the culmination of earlier work on probability and random variables. Statistical inference is one of the most important parts of statistics, in which the goal is to estimate an unknown parameter associated with a population using a sample of data drawn from that population. In the Mathematics Methods ATAR course, statistical inference is restricted to estimating proportions in two-outcome populations.

MATHEMATICS SPECIALIST ATAR

Unit 3

Unit 3 of the Mathematics Specialist ATAR course contains three topics: Complex numbers, Functions sketching graphs and Vectors in three dimensions. The study of vectors was introduced in Unit 1, focusing on vectors in two-dimensional space. In this unit, three-



dimensional vectors are studied, and vector equations and vector calculus are introduced, with the latter extending students' knowledge of calculus from the Mathematics Methods ATAR course. Cartesian and vector equations and equations of planes enable students to solve geometric problems and problems involving motion in three-dimensional space. The Cartesian form of complex numbers was introduced in Unit 2, and the study of complex numbers is now extended to the polar form.

The study of functions and techniques of graph sketching, begun in the Mathematics Methods ATAR course, is extended and applied in sketching graphs and solving problems involving integration.

Unit 4

Unit 4 of the Mathematics Specialist ATAR course contains three topics: Integration and applications of integration, Rates of change and differential equations and Statistical inference.

In Unit 4, the study of differentiation and integration of functions continues. The calculus techniques developed in this and previous topics are applied to simple differential equations, particularly in biology and kinematics. These topics demonstrate the real-world applications of the mathematics learned throughout the Mathematics Specialist ATAR course.

In this unit, the student's previous experience working with probability and statistics is combined to study statistical inference for the distribution of sample means and confidence intervals for sample means.



Mathematics

YEAR 8 - 9 CORE

Mathematics Focus

Mathematics Pathway 1

Mathematics Extension

YEAR 10 CORE

Mathematics Focus

Mathematics Pathway 1
(C Grades)

Mathematics Extension
(A/B Grades)

Mathematics 10A
(A Grades)

YEAR 11 SUBJECTS

General Mathematics
Essentials

General Mathematics
Essentials

ATAR Mathematics
Applications

ATAR Mathematics
Methods

ATAR Mathematics
Specialist

YEAR 12 SUBJECTS

General Mathematics
Essentials

General Mathematics
Essentials

ATAR Mathematics
Applications

ATAR Mathematics
Methods

ATAR Mathematics
Specialist



Biology: ATAR

Chemistry: ATAR

Earth and Environmental Science: ATAR

Human Biology: ATAR, General

Physics: ATAR

Psychology: ATAR, General

BIOLOGY ATAR

Unit 3 – Continuity of species

Heredity is an important biological principle explaining why offspring (cells or organisms) resemble their parent cell or organism. Organisms require cellular division and differentiation for growth, development, repair and sexual reproduction. In this unit, students investigate the biochemical and cellular systems and processes of transmitting genetic material to the next generation of cells and offspring. They consider different patterns of inheritance by analysing the possible genotypes and phenotypes of offspring. Students link their observations to explanatory models that describe patterns of inheritance and explore how the use of predictive models of inheritance enables decision-making.

Unit 4 – Surviving in a Changing Environment

To survive, organisms must maintain system structure and function in the face of changes in their external and internal environments. Changes in temperature and water availability and the incidence and spread of infectious diseases present significant challenges for organisms and require coordinated system responses. In this unit, students investigate how homeostatic response systems control organisms' responses to environmental change – internal and external – to survive in various environments as long as the conditions are within their tolerance limits. Students study changes in the global distribution of vector-borne infectious diseases. They consider the factors contributing to the spread of infectious disease and how infectious disease outbreaks can be predicted, monitored and contained.

CHEMISTRY ATAR

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

The idea of reversibility of reaction is vital in a variety of chemical systems at different scales, ranging from the processes that release carbon dioxide into our atmosphere to the reactions of ions within individual cells in our bodies. Reversible processes will respond to a range of factors and can achieve a state of dynamic equilibrium. In this unit, students investigate acid-base equilibrium systems and their applications. They use contemporary models to explain the nature of acids and bases and their properties and uses. This understanding enables further exploration of the varying strengths of acids and bases. Students investigate the principles of oxidation and reduction reactions and electricity production from electrochemical cells.

Unit 4 – Organic Chemistry and Chemical Synthesis

This unit focuses on organic chemistry and the processes of chemical synthesis by which useful substances are produced for the benefit of society. Students investigate the relationship between the structure, properties and chemical reactions of different organic functional groups and the vast diversity of organic compounds. Students also develop their understanding of chemical synthesis to form useful substances and products, and they need to consider a range of factors when designing these processes.



HUMAN BIOLOGY GENERAL

Unit 3 - Coordination

This unit explores bones, muscles, nerves, and hormones and how they maintain the body so that it acts in a coordinated manner. The structure and function of the musculoskeletal system provide for human movement, balance and growth as the result of coordinated actions. This is brought about by the interaction of the musculoskeletal system with the nervous and endocrine systems. Conditions affecting these systems, such as sporting injuries and hearing and vision defects, can decrease or decrease function. Students investigate the musculoskeletal, nervous and endocrine systems through dissections and practical examination of reflexes, vision, hearing and skin sensitivity.

Unit 4 – Infectious Disease

This unit explores the causes and spread of disease and how humans respond to invading pathogens. Diseases are caused by various pathogens transmitted between individuals and populations in many ways. Students investigate the transmission of diseases using second-hand data from a historical perspective and recent global incidences. They consider how data informs personal decisions and community responses to disease prevention and control.

PHYSICS ATAR

Unit 3 – Gravity and Electromagnetism

Field theories have enabled physicists to explain a vast array of natural phenomena and have contributed to developing technologies that have changed the world, including electrical power generation and distribution systems, artificial satellites and modern communication systems. In this unit, students develop a deeper understanding of motion and its causes by using Newton's Laws of Motion and the gravitational field model to analyse motion on inclined planes, the motion of projectiles, and satellite motion. They investigate electromagnetic interactions and apply this knowledge to understand the operation of direct current motors, direct current (DC) and alternating current (AC) generators, transformers, and AC power distribution systems. Students also investigate the production of electromagnetic waves.

Unit 4 – Revolutions in Modern Physics

The development of quantum theory and the theory of relativity fundamentally changed our understanding of how nature operates and led to the development of a wide range of new technologies, including technologies that revolutionised the storage, processing and communication of information. In this unit, students examine observations of relative motion, light and matter that could not be explained by existing theories and investigate how the shortcomings of existing theories led to the development of the particular theory of relativity and the quantum theory of light and matter. Students evaluate the contribution of the quantum theory of light to the development of the quantum theory of the atom and examine the Standard Model of particle physics and the Big Bang theory.

PSYCHOLOGY ATAR

Unit 3

Cognitive psychology is concerned with how human beings develop understanding and apply this to the world in which they live. Memory and learning form core components of cognitive psychology. Various theories of memory and learning have been developed based on psychological research. In this unit, students learn the roles of sensation, perception and attention in memory. They further develop an understanding of memory by applying models, understanding how specific brain structures affect memory, and learning about some processes associated with memory and forgetting. The unit explores learning theories, including classical conditioning, operant conditioning and social learning theory, in the context



of critical studies. Students apply learning theories in behaviour modification to real-world contexts. Students will build on Science Inquiry skills learned and developed in Units 1 & 2 and expand these to investigate how research changes over time.

Unit 4

A key concern in psychology is developing the understanding of human cognition, emotion and behaviour to inform improvements in the well-being of individuals and groups in society. In this unit, students develop a psychological understanding of the relationship between motivation and well-being and apply this to developing effective strategies related to stress and sleep. Students will analyse theories and models associated with motivation and well-being to establish psychological understandings. It introduces some elements of the relationships between stress, sleep and well-being. Students learn psychological models and techniques to improve well-being in these contexts. Science inquiry skills will focus on applying psychological research to contemporary issues.

PSYCHOLOGY GENERAL

Unit 3

This unit expands on the studies of personality theories in Unit 1. Students apply knowledge and understanding to explore how personality can shape motivation and performance and how personality testing is used in vocational contexts. Students are introduced to different states of consciousness and the role of sensation, perception, and attention in organising and interpreting information. Relational influences are explored, including factors that determine friendships and conflict resolution. Students expand on their vocabulary of psychological terminology as they apply research methods and ethical principles.

Unit 4

This unit explores brain function and scanning techniques to illustrate the link between the brain and behaviour. Students learn about Piaget's theory of cognitive development, Kohlberg's theory of moral development and the role of nature and nurture. The impact of the environment on individuals is examined through the study of behaviours observed in groups, causes of prejudice and ways of reducing prejudice. Students continue to develop and apply their understanding of psychological research and data collection methods.

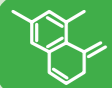


Science

YEAR 9 CORE



Science (A/B Grades)



Science (A/B Grades)

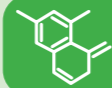


Science (C/D/E Grades)

YEAR 10 CORE & ELECTIVES



Science (A Grades)



Science (A/B/C Grades)



ATAR Psychology



Science (C/D/E Grades)



Psychology

YEAR 11 SUBJECTS



ATAR Physics



ATAR Chemistry



ATAR Biology



ATAR Human Biology



ATAR Earth
and Environmental



ATAR Psychology



General Human Biology



General Psychology



Science in Practice
(Forensics)

YEAR 12 SUBJECTS



ATAR Physics



ATAR Chemistry



ATAR Biology



ATAR Human Biology



ATAR Earth
and Environmental



ATAR Psychology



General Human Biology



General Psychology



Science in Practice
(Forensics)



Applied Information Technology: ATAR, General

Children, Family and the Community: General

Computer Science: ATAR, General

Design: General (Photography, Graphic Design)

Engineering Studies: ATAR, General

Food Science and Technology: General

Materials, Design and Technology: General (Wood, Metal, Jewellery)

APPLIED INFORMATION AND TECHNOLOGY ATAR

Are you interested in designing and creating multimedia products? Do you want to learn more about Adobe Photoshop, Illustrator, and InDesign? Are you keen to learn more about emerging technologies?

Pre-requisite – Year 11 Applied Information and Technology ATAR

The practical course develops your understanding of graphic design, software, hardware and computer networks. You will acquire essential software skills and techniques vital for the 21st century while gaining insight into emerging digital technologies and their global impact.

You will investigate and produce digital solutions for websites, apps, videos, and graphic design projects representative of real-world clients. You will develop meaningful life and work skills in problem-solving, innovation, and communication, as well as working independently and collaboratively and utilising Adobe Creative Cloud editing software – regarded as the industry standard – students receive their licence for the course duration.

This course is ideal for those considering careers in graphic design, multimedia, computer networks, or IT administration and those with a strong interest or hobby in graphic design or IT.

Assessment is done through projects, tests, and exams.

APPLIED INFORMATION AND TECHNOLOGY GENERAL

Are you interested in designing and creating multimedia products? Do you want to learn more about Adobe Photoshop, Illustrator, and InDesign? Are you keen to learn more about emerging technologies?

This practical course develops your understanding and skills in graphic design, software, hardware and computer networks. You will acquire essential software skills and techniques vital for the 21st century while gaining insight into emerging digital technologies and their global impact.

You will investigate and produce digital solutions for websites, apps, videos, and graphic design projects representative of real-world clients. You will develop meaningful life and work skills in problem-solving, innovation, communication, and working independently and collaboratively. Utilising Adobe Creative Cloud editing software – regarded as the industry standard – students receive their licence for the course duration.

This course is ideal for those considering careers in graphic design, multimedia, computer networks, and IT administration and those with a strong personal interest or hobby in graphic design or IT.

Assessment is through projects and tests.



CHILDREN, FAMILY AND THE COMMUNITY GENERAL

Unit 3 – Building on Relationships

In this unit, students investigate the principles of development and how these relate to the domains and theories of development. They examine and evaluate the features of products, services, and systems for individuals and families. They examine the diverse and dynamic nature of families in Australia. They recognise and acknowledge cultural diversity, inequity, and injustice issues.

Unit 4 – My place in the community

In this unit, students examine the effect of rapid change on an individual's development and well-being. They explore contemporary Australian issues or trends relating to families and communities at the state and national levels and are introduced to various advocacy types. Students also examine developmental theories and their influence on cognitive development.

COMPUTER SCIENCE ATAR

Are you interested in computer fundamentals or software development? Are you keen to learn how to defend against hacking and malware?

Pre-requisite – Year 11 Computer Science ATAR

In the Computer Science ATAR Course, students explore the fundamental principles, concepts, and computing skills. They learn to create software, work with data, network computers, and manage cyber security threats.

This course provides students with the practical and technical skills to function effectively in a world where these attributes are vital for employability and modern daily life. It is an excellent precursor for studying technology courses at university.

Students should have access to their devices (Windows, Linux, Mac) to succeed in this subject.

COMPUTER SCIENCE GENERAL

Interested in network security? Cyber security? Software development?

In the Computer Science General course, students are introduced to the fundamental principles, concepts and skills within computing and cyber security. They learn how to diagnose and solve problems while exploring computing concepts. Students explore the principles related to the creation of computer and information systems, software development, connectivity between computers, the management of data, the development of database systems, and the moral and ethical considerations for using computer systems.

The course will emphasise network and cyber-security. It will provide a foundation for further progress in this growing field, closely linked to Edith Cowan University's cybersecurity priorities. This will give students the practical and technical skills to function effectively in a world where these attributes are vital for employability and daily life in a technological society.

Students should have access to their devices (Windows, Linux, Mac) to succeed in this subject.

DESIGN (PHOTOGRAPHY) GENERAL

Have you ever wanted to take better photos? Are you interested in learning or using Photoshop? Do you want to improve your design skills?

Pre-requisite - Nil



In this Design course we teach design through a Photography context, meaning students develop photography and photo editing and manipulation skills and processes for current and future industry and employment markets. Students have the knowledge and skills to understand design principles and methods, analyse problems and devise innovative strategies through hands-on production tasks. They will learn to use a camera and associated equipment, as well as Adobe Photoshop and Lightroom.

Projects include poster design, environmental photography, and photo stories. Students create their products and develop a portfolio of work throughout the year. They are also offered excursion opportunities to take photographs outside the school environment. Utilising Adobe Creative Cloud editing software—regarded as the industry standard—students receive their licence for the course duration.

DESIGN (GRAPHIC DESIGN) GENERAL

Want to see your designs on a t-shirt? Were they interested in using drawing tablets? Want to know how those Etsy and RedBubble designers made their start? Then, pick Year 11 General Design with a graphic design context.

In this Design course, we teach design through a Graphic Design context, meaning students develop graphic design skills using programs such as Adobe Illustrator. Students have the knowledge and skills to understand design principles and processes, analyse problems and devise innovative strategies through hands-on production tasks. They will learn to use drawing tablets and a range of software and present their designs in various ways, including making their t-shirts and using different equipment.

Students will also design logos and branding for real-life clients, explore website and print design, research marketing material use, and create designs for these. The skills students develop in this course will be helpful in all aspects of the workforce, including self-employment. Utilising Adobe Creative Cloud editing software—regarded as the industry standard—students receive their licence for the course duration.

ENGINEERING STUDIES GENERAL (STEM PATHWAY)

This Engineering Studies General course is a practical course focused on developing real-world skills. Students will continue the learning established in the Year 11 course. They will develop their understanding of engineering principles and apply them to their more complex engineered projects.

Students will learn how to develop and test solutions within Computer-Aided Design (CAD), including 2D and 3D digital modelling. Their designs will be laser cut, 3D printed, and tested in the real world. Key areas of focus in Year 12 include designing and constructing an effective catapult, investigating aerodynamics, and developing skills in aircraft design and development.

Students get to design, develop and test their solutions within a controlled environment, working through the engineering design process to continually improve their designs. This course helps students develop real-world applicable skills and provides them with the pathway into growing STEM-based industries.

ENGINEERING STUDIES ATAR (STEM PATHWAY)

This Engineering Studies ATAR course provides opportunities for students to investigate, research and present information, design and make products and undertake project development. These opportunities allow students to apply engineering processes, understand Underpinning scientific and mathematical principles, develop engineering technology skills and explore the interrelationships between engineering and society.



The Engineering Studies ATAR course is practical and focuses on real-life contexts. It continues the Year 11 course, building on the knowledge and content covered. During the year, students will be able to investigate real-world engineering challenges and develop their own solutions and products to solve them. It suits students interested in engineering and technical industries as future careers.

FOOD SCIENCE AND TECHNOLOGY GENERAL

Unit 3 – Food Science

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

Unit 4 – The Undercover Story

This unit focuses on food spoilage and contamination and explores reasons for preserving food. Students investigate food processing techniques and the principles of food preservation.

They examine the regulations that determine how food is packaged, labelled and stored and how the Hazard Analysis Critical Control Point (HACCP) system principles are administered and implemented to guide the production and provision of safe food.

MATERIALS DESIGN AND TECHNOLOGY METAL GENERAL

Students develop an understanding of the elements and fundamentals of design and consider human factors involved in their projects' design, production and use. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classifications and properties of various materials and make appropriate material selections for the design needs.

Students learn about manufacturing and production skills and techniques. They develop the skills and techniques appropriate to the materials being used and gain practice in planning and managing processes through product design projects. They learn about risk management and ongoing evaluation processes.

Students learn about the nature of designing for a client, target audience or market. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. Students learn about the nature and properties of various materials and production techniques and their environmental impacts. They develop creative thinking strategies, work on design projects within specific constraints and consider the environmental effects of recycling materials.

Students extend their understanding of safe working practices and contemporary manufacturing techniques and develop the knowledge, understanding, and skills required to manage the design and manufacturing processes.

MATERIALS DESIGN AND TECHNOLOGY WOOD GENERAL

Students develop an understanding of the elements and fundamentals of design and consider human factors involved in their projects' design, production and use. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classifications and properties of various materials and make appropriate material selections for the design needs.

Students learn about manufacturing and production skills and techniques. They develop the skills and techniques appropriate to the materials being used and gain practice in planning



and managing processes through product design projects. They learn about risk management and ongoing evaluation processes.

Students learn about the nature of designing for a client, target audience or market. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. Students learn about the nature and properties of various materials and production techniques and their environmental impacts. They develop creative thinking strategies, work on design projects within specific constraints and consider the environmental impacts of recycling materials.

Students extend their understanding of safe working practices and contemporary manufacturing techniques and develop the knowledge, experience and skills required to manage designing and manufacturing processes.

MATERIALS DESIGN AND TECHNOLOGY JEWELLERY GENERAL


This course is the continuation and consolidation of jewellery and silversmithing skills developed in the first two units. Also, it gives scope for new students to develop the relevant skills to complete units 3 and 4 successfully. This course allows students to design and create jewellery works in Sterling Silver. Students will examine how jewellery is made, research various styles and designs, and craft jewellery into their unique design statements. Students will be able to design and produce lost wax castings of rings and pendants, stone settings in a range of jewellery articles and fabricate bespoke pieces that suit their style and tastes. Students will be expected each Semester to complete a design brief, a research assignment, skill development exercises, a minor project and a significant project to satisfy the requirements of this Materials Design and Technology course.




Information and Communications Technology

YEAR 9 ELECTIVES

 Digital Design

 Photography


 Media

 Video Game Design


 STEM Innovation Projects

YEAR 10 ELECTIVES

 Digital Design

 Advanced Photography


 Media


 Software and
Cyber Security


 Forensic Science and
Digital Forensics


 STEM Innovation Projects


YEAR 11 SUBJECTS

 ATAR / General Applied
Information Technology


 General Design
(Graphic Design)


 General Design
(Photography)


 ATAR / General
Computer Science


 Various STEM General / ATAR Subjects

YEAR 12 SUBJECTS

 ATAR / General Applied
Information Technology

 General Design
(Graphic Design)


 General Design
(Photography)

 ATAR / General
Computer Science




Design and Technology


YEAR 9 ELECTIVES



Mechatronics 1




Screen to Machine 1
Engineering




Metalwork 1


YEAR 10 ELECTIVES



Mechatronics 2




Screen to Machine 2
Engineering




Metalwork 2


YEAR 11 SUBJECTS



General / ATAR
Engineering



General Metalwork




Cert II Engineering (2 years)




Cert III Aviation - (2 years)


YEAR 12 SUBJECTS




General / ATAR
Engineering




General Metalwork




Cert II Engineering (2 years)



Cert III Aviation - (2 years)




Woodwork 1




Woodwork 2




General
Woodwork




General
Woodwork




Jewellery 1



Jewellery 2



General Jewellery




General Jewellery




Home Economics


YEAR 9 ELECTIVES

 Food


YEAR 10 ELECTIVES


 Food


YEAR 11 SUBJECTS


 General Food Science
and Technology


YEAR 12 SUBJECTS


 General Food Science
and Technology


 Hospitality
Studies


 Cert II in Hospitality
(2 years)


 Cert II in Hospitality
(2 years)


 Childcare


 Childcare

 Cert II in
Community Service
(1 year)

 General Children,
Family and Community

 General Children,
Family and Community

 Textiles

 Textiles

Potential further study in Materials, Design and Technology



Ashdale Secondary College is committed to giving our students senior schooling opportunities to gain nationally-recognised qualifications, skills, experiences and opportunities in the industry. There are two models of VET in Schools:

VET delivered at Ashdale Secondary College

The school provides the qualifications listed below in partnership with relevant Registered Training Organisations. All VET offerings at Ashdale SC are proposed only and will be confirmed once RTOs can be sourced through the Department's panel of contracted RTO providers.

VET delivered at external RTOs

Each year, the federal government allocates funding to various RTOs for pre-apprentice programs and programs delivered off-site at various specialist locations. This funding is allocated to areas the industry identifies as areas of need. These programs work on a model where students attend ASC for three.

(3) or four (4) days per week and TAFE/Workplace for one (1) or two (2) days per week. Entry into these programs is competitive and requires a formal selection process. Students will receive information through Connect and Year Assemblies as programs become available.

There are significant advantages for students with a Certificate qualification, including making them more competitive for entry into TAFE, employment, and further training. VET in Schools is not an "easier" option. It requires students to demonstrate skills evident in adult learning environments, such as autonomy and self-direction, effective time management skills, and self-discipline.

Please note that qualifications change yearly based on student selections, RTOs, trainer and assessor availability, and vocational opportunities. The school website provides a list of the qualifications offered and the providing RTO.

Ashdale Secondary College Program Coordinator: VET

Megan Falconer

6207 1300

Email: megan.falconer@education.wa.edu.au

VET credit transfer unit equivalence

Completed qualification	Total Equivalents	Credit allocation by Year level (unit equivalents)	
		Year 11	Year 12
Certificate I ¹	2 units	2	-
Certificate II ²	4 units	2	2
Certificate III or higher	Partial ³	2	2
	Full	2	4

¹ Equivalence is only awarded for completed Certificate I qualifications where the total achievement in units of competency is equal to or greater than 110 nominal hours (the equivalent of two course units).

² Equivalence is only awarded for completed Certificate II qualifications where the total achievement in units of competency is equal to or greater than

220 nominal hours (the equivalent of four course units). Certificate II qualifications with units of competency that are less than 220 nominal hours in total will meet the minimum Certificate II qualification requirement however the qualification will only contribute towards the WACE as two Year 11 unit equivalents.



CERTIFICATE COURSES

BSB20120 Certificate III in Business 1-year course

This qualification reflects the role of individuals who apply a broad range of competencies in a varied work context using discretion, judgement and relevant theoretical knowledge. They may provide technical advice and support to a team. Completing Certificate III in Business qualifies a student for direct entry into a Diploma of Business.

CUA20120 Certificate II in Dance - continuing

This course aims to provide students with technical and performance skills and the knowledge to establish a career within the entertainment industry. The program involves group and solo performances. It enables students to develop the knowledge and skills to participate in various dance routines and leads to further education and training in the performing arts industry.

This two-year certificate course is aimed at students who wish to further develop their dance skills, techniques, and knowledge to prepare them for work in the live performance industry or to foster those who want to maintain dance as a leisure activity. Units of competency may include street dance, jazz, contemporary, performance studies, and choreography.

CUA20620 Certificate II Music – continuing

This course continues the Certificate II in Music course for students who have completed the initial units in Year 11.

A Certificate II in Music will enable students to continue to develop practical skills in ensemble playing, musical performance, basic song composition, live sound and studio recording. Students will learn how the music industry operates and expand their knowledge through real industry-based tasks and assessments.

SIS20321 Certificate II in Sport Coaching 1-year course

The Sport Coaching program has been developed with community sports and passionate sporting students in mind.

Students who complete this program will develop various skills and the knowledge to contribute to sports at the community level in assistant coaching and official roles. The program includes practical coaching and officiating experience that will challenge and ultimately build student confidence and decision-making skills. Students can also improve their sporting performance by learning about physical conditioning.

Students who have completed Certificate II in Sport and Recreation in Year 11 are recommended to complete this qualification in Year 12.

SIT20322 Certificate II in Hospitality – continuing

This course continues the Certificate II in Hospitality course for students who have completed the initial units in Year 11.

This qualification will allow students to continue to develop practical skills in food and beverage service, preparing and serving drinks, reception and front desk services and assisting in a catering operation.



Endorsed Programs:

WORKPLACE LEARNING (ADWPL)

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

All Career and Enterprise students in the General pathway can complete two (2) blocks of work placements in Year 11 and two (2) in Year 12.

For WACE purposes, a student can count a maximum of four (4) unit equivalents from endorsed programs, two (2) in Year 11 and two (2) in Year 12.