



**Kennedy**  
Baptist College

# Year 11 Information Book

**2026 Academic Year**

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## ABOUT OUR COLLEGE

### Mission Statement:

To provide educational excellence in a Christian context, addressing the needs of individuals for lifelong learning.

## COLLEGE VALUES

Kennedy Baptist College upholds core values which form the framework of our pastoral care, discipline and learning programs. The values are:

• Faith • Integrity • Boldness • Growth • Service

## THE FOUNDING OF KENNEDY BAPTIST COLLEGE

Kennedy Baptist College is the result of the joining of two neighbouring Colleges: Winthrop Baptist College and Somerville Baptist College (est. 1994 and 1999).

Kennedy Baptist College marks a new chapter in the Colleges' history, providing quality Christian education to around 1,300 students (Years 7-12) from Term 1, 2013.

## MOTTO

The College motto is "Strive today, Conquer tomorrow"

What drives one to boldly step where no one has gone before, to overcome obstacles and achieve great things against all odds?

The story of WA pioneer Baptist Minister, William Kennedy inspires the answers to these questions and more. His passion and determination saw him overcome seemingly insurmountable odds to establish churches along WA's Great Southern Railway, the Goldfields and the Eastern Hills. Kennedy was renowned as a man of integrity and audacity, by the communities he served.

In today's fast paced world of instant gratification, it is our hope that Kennedy's remarkable qualities of focused determination and persistence will inspire our young people. Informed by Christian values, we aim to encourage our students to live passionately and persevere to overcome obstacles they may face in making the most of life's opportunities.

It is the spirit of Kennedy's story that underpins our College values and will inspire our students to fulfil our College motto of 'strive today, conquer tomorrow'.

# GENERAL INFORMATION

# INTRODUCTION

This Information Booklet is designed to make the transition into senior school as easy as possible, providing important and relevant information to assist in making informed decisions about education over this important period.

It is crucial that the information is read through very carefully, particularly regarding requirements for entrance into further education so that students won't limit their chances or exclude themselves from any course of study.

Year 11 and 12 students complete a program of study involving Western Australian Certificate of Education (WACE) courses, Vocational Education and Training (VET) packages and/or Endorsed programs.

## There are two groups of WACE courses:

**ATAR courses** – for students who are typically aiming to enter University directly from school. These courses are examined by the School Curriculum and Standards Authority (SCSA) and the results accepted by TISC for the purposes of university entrance.

**General courses** – for students who are typically aiming to complete a University preparation course; enter further training or the workforce directly from school. These courses are not examined by SCSA.

Each course is divided into four units; each unit is typically completed in a semester. Units 1 and 2 (Year 11) are typically studied as a pair all courses. Units 3 and 4 (Year 12) must be studied as a pair. The complexity of the syllabus increases from Year 11 to Year 12.

## Vocational Education and Training packages are offered in two forms:

**In school** – each VET program is delivered as a 5 period per week school timetabled course.

**Out of school** – the program is delivered by an external provider (RTO), typically at one of the TAFE campuses. Students are off campus for one or two days per week. The number of timetabled classes for each student is reduced but timetabled classes will be missed, and this will require diligence from the student to keep up with College timetabled courses.

Endorsed programs can also be completed through the College or through community organisations. All endorsed programs can contribute to achievement of the WACE. Students can enrol in the endorsed program of Workplace Learning through the College.

All students at Kennedy Baptist College in Year 11 will study six courses of their choice (subject to timetable restrictions and suitability), each for 5 periods per week. In addition to this each student will complete Christian Education (1 period), Physical Education (2 periods), Study Period (1 Period) and Form (1 Period).

Students applying for university entrance must take at least four ATAR courses in Year 12, in which they complete an external examination, so that there are four subjects that can be used to calculate an ATAR (Australian Tertiary Admission Rank). Students not applying for university entrance are not required to take ATAR courses.

Generally, students take the same six courses in Year 12 that they took in Year 11. Study lines are available to students who are enrolled in external VET programs or those Year 12 students with an ATAR focus.

Students must choose their program of study carefully in Year 11 as changes of Courses from Year 11 to Year 12 may not be permitted if class sizes prevent additional students joining a class.

Students enrolling for Year 11 fall into three broad categories:

1. Students choosing a course leading to university.
2. Students choosing a course leading to further education, typically through Vocational Training
3. Students seeking employment

**STUDENTS NEED TO BE VERY  
CLEAR ABOUT WHICH  
CATEGORY  
THEY COME UNDER BEFORE  
CHOOSING COURSES**

The College will be happy to advise students which category they belong to.

Entrance to the four public universities is based on the ATAR (Australian Tertiary Admission Rank) determined from the student's TEA (Tertiary Entrance Aggregate).

It is unwise for a student intending to apply for Vocational training to tackle ATAR courses and achieve lower grades than she/he would in General courses. Experience shows that students achieving grades of D in more difficult courses may miss out on BOTH university entrance and vocational training entrance because:

- I. their TEA aggregate/ATAR is too low for university entrance
- II. they are beaten to vocational education places by students with higher grades of A in other courses

With the exception of the compulsory subjects, all of the other WACE courses are governed by the syllabuses and assessment structures determined by the School Curriculum and Standards Authority. In accordance with their guidelines, students will be awarded a grade in all courses at the conclusion of Year 11.

A	Excellent Achievement
B	High Achievement
C	Satisfactory Achievement
D	Limited Achievement
E	Very low Achievement

These grades appear on each student's Western Australian Statement of Student Achievement (WASSA), issued by the School Curriculum and Standards Authority when the student finishes school. All completed courses will show a level of achievement for each course undertaken. For courses where the external exam is undertaken, the ATAR will be calculated based on 50% of the school mark and 50% of the external assessment after moderation and scaling.

## CERTIFICATION OF STUDENT ACHIEVEMENT

At the end of senior secondary schooling, all students who have satisfactorily completed any study that contributes toward the WACE will receive a folio of achievement. The folio will contain one or more of the follow items:

- Western Australian Certificate of Education (WACE)
- Achievement of exhibitions & awards
- Western Australian Statement of Student Achievement (WASSA)
- ATAR course report

# WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

The Western Australian Certificate of Education, previously referred to as Graduation, is awarded to secondary students who satisfy its requirements. Generally, students will achieve the WACE through their final two years of senior secondary study.

## To qualify for the WACE, students must:

- Demonstrate a minimum standard of literacy and numeracy
- Complete at least 20 units or equivalents, at least 10 or equivalent in Year 12
- Achieve a C grade or better across the best 14 course units or equivalent from which at least six must be completed in Year 12.
- Complete at least four units from an English course; usually two in Year 11 and one pair in Year 12
- Complete at least one pair of units from each of List A (arts/languages/social science) and List B (mathematics/science/technology) in Year 12.

Note: VET and Endorsed programs contribute to completed units and reduce the required number of C grades. These are the “equivalent” courses referred to above.

WACE Breadth of Study: For a student to achieve a WACE they must complete, in Year 12, at least one course from each of the following lists.

List A (ARTS/LANGUAGES/SOCIAL SCIENCE)		List B (MATHEMATICS/SCIENCE/TECHNOLOGY)	
BME	Business Management & Enterprise	ACF	Accounting and Finance
CFC	Children, Family and the Community	AIT	Applied Information Technology
CHI	Chinese	BLY	Biology
DAN	Dance	CHE	Chemistry
DRA	Drama	EST	Engineering Studies
ECO	Economics	FST	Food Science and Technology
ENG	English	HBV	Human Biology
ELD	English as an Additional Language or	MDT	Material Design and Technology
FRE	French	MA?	Mathematics (all courses)
GEO	Geography	OED	Outdoor Education
HEA	Health Studies	PES	Physical Education Studies
LIT	Literature	PHY	Physics
MPA	Media Production & Analysis	PSY	Psychology
HIM	Modern History	SIP	Science in Practice
MUS	Music		
PAL	Politics and Law		
VAR	Visual Arts		

# MINIMUM LITERACY AND NUMERACY STANDARDS

The minimum literacy and numeracy standards are described as the skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge-based economy.

A student meets this minimum standard through either NAPLAN or the Online Literacy and Numeracy Assessment (OLNA)

Through NAPLAN the minimum Literacy standard is Band 8 or higher in Reading AND Writing. The minimum Numeracy standard is Band 8 or higher for Numeracy.

A student in Year 10, 11 or 12 who has not met the minimum standard through NAPLAN is required to sit the OLNA. Students are provided with six opportunities to meet the standard through OLNA with a maximum of two opportunities per year.

Students who sat the assessment will be awarded a 1, 2 or 3. These results are described as:

3 = met minimum standard

2 = likely to meet minimum standard

1 = unlikely to meet minimum standard

# UNIVERSITY ENTRANCE

To gain entrance to one of the four public\* universities, a student must satisfy all the following conditions:

## 1. Achievement of the Western Australian Certificate of Education (WACE)

It is essential for you to satisfy the requirements of the WACE to enter all four universities.

## 2. Competence in English

For university admission purposes, usually you demonstrate competence in English by achieving the prescribed standard in one of the WACE ATAR courses: English, Literature or English as an Additional Language or Dialect (ELD)

The prescribed standard is English, Literature or English as an Additional Language or Dialect (ELD)

- **Curtin University, Murdoch University, University of Western Australia**

You must achieve a scaled score of at least 50

- **Edith Cowan University**

You must achieve

- a scaled score of at least 50, **or**
- a letter grade of A, B or C in one of the courses of English; Literature or English as an Additional Language or Dialect studied in Year 12.

## 3. Achievement of Sufficiently High ATAR

The following points concerning the determination of the ATAR have been agreed to by the four universities.

For a student's course to be used in the calculation of his/her ATAR, completion of Units 3&4 and the external examination is required.

The final Course Level of Achievement will be a 50:50 combination of internal and external assessment. (Cont. next page)



The highest four final course scaled marks will be combined, considering any unacceptable combinations to produce a Tertiary Entrance Aggregate (TEA). The TEA is converted to an ATAR score.

#### 4. Satisfy any PREREQUISITE or special entrance requirements for entry to particular courses.

Prerequisites are courses or special requirements that must be successfully completed for entry to some university courses. Generally, a scaled score of 50 or more in a WACE ATAR course is required for prerequisite purposes; however, mathematics prerequisites differ across university courses.

**Murdoch University** does not require applicants to have undertaken specific prerequisite courses and instead provides introductory units to enable its students to become skilled in specific areas in which they may be lacking.

For some university courses the special requirements may include bridging/special course units, interviews, auditions, folio presentations, manual dexterity tests, aptitude tests, fitness requirements, etc. Detailed information is available from the individual universities.

\*Entrance to the **University of Notre Dame (Australia)** is made through private application and interview. None of the foregoing conditions applies.

## COMPARISON OF TEA / ATAR

Admission into university is competitive and the Australian Tertiary Admission Rank is the basis of admission to most university courses. Students are ranked in order of merit based on their ATAR.

The ATAR ranges between zero and 99.95. It reports your rank relative to all other WA students of Year 12 school leaving age and considers the

number of students with a Tertiary Entrance Aggregate (TEA) as well as the number of people of Year 12 school leaving age in the population of this state. An ATAR of 75.00 indicates that you have an overall rating equal to or better than 75% of the Year 12 school leaving age population in Western Australia.

## CALCULATION OF THE TEA / ATAR

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

The TEA will be calculated by adding the best four scaled scores. These may be in any combination of courses; however, no course can be counted more than once. There is a review of the 10% bonus for Mathematics Methods, Mathematics Specialist and best LOTE score. It is likely that this bonus will not apply to students entering Year 11 in 2026.

In calculating the scaled score, equal weight is given to the final school mark and the final examination mark, except where courses/subjects are taken on a private basis.

There are unacceptable course combinations whereby scores in both courses cannot both be used.

TISC will construct a table to convert your TEA to an ATAR. The table considers the number of students with a TEA and the number of people of Year 12 school leaving age in the state. This table is constructed annually.

The following table provides some TEA values and corresponding ATAR scores. The table is used to roughly check an ATAR calculation, the up-to-date ATAR calculator is available on the TISC website: [www.tisc.edu.au](http://www.tisc.edu.au)

The TEA will be calculated by adding the best four scaled scores. No course can be counted more than once. In calculating the scaled score, equal weight is given to the final school score and the final examination score.

Example table:

ATAR	Minimum TEA for ATAR	ATAR	Minimum TEA for ATAR	ATAR	Minimum TEA for ATAR
30.00	131.7	78.00	242.7	92.00	288.5
40.00	155.6	79.00	245.3	93.00	293.5
50.00	176.7	80.00	247.9	94.00	299.1
55.00	188.3	81.00	250.9	95.00	305.2
60.00	199.6	82.00	253.8	96.00	312.1
61.00	201.9	83.00	257.4	97.00	320.0
62.00	204.3	84.00	259.9	98.00	330.3
63.00	206.5	85.00	263.1	98.50	336.8
64.00	208.9	86.00	266.0	99.00	344.5
65.00	211.0	87.00	269.4	99.50	359.3
66.00	213.5	88.00	273.3	99.70	367.7
67.00	216.0	89.00	276.8	99.90	388.1
68.00	218.6	90.00	280.3	99.95	392.9
69.00	221.0	91.00	284.1		

#### Example – Four WACE ATAR Courses

Course	Scaled Score
English	66
Mathematics	78
Modern History	67
Psychology	70

Four subject sum:  $66 + 78 + 67 + 70 = 281$

**TEA= 281;**

#### Example – Six WACE ATAR Courses

Course	Scaled Score
English	65
Mathematics	78
French	66
Human Biological Science	72
Drama	55
Health Studies	53

Note: the bonus is under review and may not apply to Year 11 2026 students

Best four course sum:  $78 + 72 + 66 + 65 + 6.6(\text{LOTE}) = 287.6$

**TEA = 287.6**

## UNACCEPTABLE COURSE COMBINATIONS

You cannot use the following course combinations in calculating your ATAR. It may be possible to take both courses but the result in only one may be used to calculate your ATAR.

English with English as an Additional Language or Dialect

English as an Additional Language or Dialect with Literature

Mathematics Applications with Mathematics Specialist

## EXTERNAL EXAMINATIONS

Each ATAR course has an ATAR examination. All students who are enrolled in external examinations must make a genuine attempt in the examination.

Students who are enrolled in Year 12 ATAR course units are required to sit the ATAR examinations. There are practical and written examinations for some ATAR courses. A student who is deemed not to have made a genuine attempt will endanger their chances of achievement of the WACE as the course will be removed from all WACE calculations. There are procedures for students who are sick or encounter a misadventure on the scheduled date of an examination.

External examinations are not conducted for General WACE courses.

## **TERTIARY VOCATIONAL TRAINING ENTRANCE (TAFE ENTRANCE)**

Each semester qualifications offered through TAFE will be divided into two groups. The first group of qualifications will require applicants to address both 'entry requirements and selection criteria' and the second group of qualifications will require applicants to address only the 'entry requirements'.

Qualifications that require 'entry requirements and selection criteria' are those where there are more applicants than places available. Qualifications that have 'entry requirements only' are those where there are more places than applicants (approximately 70% of courses).

Applicants for 'entry requirement only' courses will only need to submit their personal information, the name of the qualification for which they are seeking entry and evidence that they meet the minimum entry requirements.

Applicants seeking places in qualifications with 'entry requirements and selection criteria' will be required to address both the minimum entry requirements and the selection criteria. Selection criteria will focus on pathways, work experience and past academic/skill development achievement.

A student will typically apply for up to four VET courses, listing them in order of preference. Selection then depends on the student's ranking compared with other applicants, and the number of places being offered in the relevant course.

There are also a range of private Registered Training Organisations (RTOs) which offer further training to school aged leavers.

## **VOCATIONAL EDUCATION AND TRAINING (VET) IN SCHOOL**

Vocational education and training (VET) in the senior secondary years engages students in work related learning built on strategic partnerships between schools, training organisations, business, industry and the wider community. VET can be undertaken as an integral part of the WACE and provides students with a broad range of post-school options and pathways. The successful completion of VET provides students with gains a nationally recognised VET qualification within the Australian Qualifications Framework (AQF).

A Certificate II or higher qualification is required of any student who completes two or more Foundation courses.

VET is delivered and certified by Registered Training Organisations (RTOs) which may be a private provider or a TAFE. Kennedy Baptist College is not an RTO and will work in partnership with both private and state RTOs to deliver a variety of VET opportunities for students.

There are two broad categories of provision of VET in school:

- VET arranged and managed by schools
- VET outside of a school arrangement

### **VET arranged and managed by schools**

Typically the student is enrolled as a full-time student who completes a VET program within school hours as part of the senior secondary program. At Kennedy Baptist College there will be two types of VET delivery:

- In school VET – a Certificate course delivered by the College; accredited through a private RTO, forming part of the students' weekly timetable.
- External VET – a Certificate course delivered by a TAFE where the student is off-campus for one or two days per week. The students' timetable will be adjusted at the beginning of the school year.

### VET outside of school arrangements

Typically, the student is enrolled in a VET program outside of school hours. This could be attained through community organisations such as St John Ambulance WA or Surf Lifesaving or through an RTO evening or weekend course. In such circumstances it is the student's responsibility to arrange for the Authority to be provided with adequate evidence of achievement and to negotiate the method of reporting to the Authority. If possible, the College will assist with these requirements; however, the student must initiate procedures with the Director of Studies.

### Enrolment Procedure

Vocational Education and Training programs are only available to students enrolled in a General pathway. If timetabled VET programs have available spaces, ATAR pathway students may be considered for the program.

Timetabled VET is chosen from the grid. Students may choose up to two VET courses; however, spaces in each course are limited. Students who need to reselect due to limited spaces will be advised as soon as possible.

External VET is by application to TAFE through the College. Applications are typically required by the end of Term 3 and information is emailed to parents and students. The number of applications for these courses far outweighs the number of available spaces. As acceptance into these courses is not known until the end of the school year, students must complete their College subject selections as if they were not enrolled in an external course. If a student gains acceptance into an external program, they will seek to adjust their course selection. Typically, a student would replace one of their six courses with a study line.

*Note: It is impossible to factor in all External VET scenarios and successful applicants may have to rearrange school timetabled courses, including withdrawing from courses with practical elements, in order to meet both school and external assessment requirements.*

## WORKPLACE LEARNING PROGRAMME: WL

WL is an Authority (SCSA) developed endorsed program that is managed by individual schools. To complete the program a student works in one or more real workplace/s to develop a set of transferable workplace skills. A student must record the number of hours completed and the tasks undertaken in the workplace in the Authority's Workplace Learning Logbook. A student must also 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 in the workplace.

Unit equivalence for Workplace Learning endorsed program is based on one-unit equivalent for each 55 hours completed in the workplace to a maximum of four units (220 hours). The total number of hours completed in the workplace is reported on the student's WASSA.

WL is recommended for students wishing to enter Vocational training, apprenticeships, traineeships and the workforce in general. Students who wish to participate in Workplace Learning will be out of the College for one day per week. Therefore, WL places will be limited and not available to students pursuing an ATAR pathway or students who are enrolled in an externally provided VET course (unless WL is a requirement of the external provider).

### Enrolment Procedure

Students considering WL should discuss with the WL coordinator at the start of Year 11 and/or Year 12.

Not all applicants are accepted. Students must have a positive attitude towards school and be motivated to learn from different situations. They will also need to display a mature attitude toward their work placement.

Please note it is the student's responsibility to catch up on schoolwork missed during their placement.

## YEAR 11 – PREREQUISITES FOR COURSES OF STUDY

- All ATAR courses require students to have met the minimum requirements for Literacy.
- All ATAR List B courses also require students to have met the minimum requirements for Numeracy.

ATAR Courses	Prerequisites	Students new to Kennedy
Accounting and Finance	Grade B in Year 10 English General and Mathematics General	
Biology	Grade C in Year 10 Science Extension and strong marks in the Biological Science topic	Grade B in Year 10 Science
Business Management & Enterprise	Grade B in Year 10 Humanities General	
Chemistry	Grade C in Year 10 Science Extension and strong marks in the Chemistry topics	Grade B in Year 10 Science
Chinese: Second Language	Grade C in Year 10 Chinese & meet eligibility requirements	
Dance	Grade B in Year 10 English General and Grade B in Year 10 Specialist Dance	Grade B in Year 10 Dance
Drama	Nil but Year 10 Drama is advisable	
Economics	Grade B in Year 10 Humanities General	
Engineering Studies	Grade B in Year 10 Mathematics General	Grade B in Year 10 Mathematics
English (ATAR)	Grade B in Year 10 English General	Grade B in Year 10 English
English Additional Language or Dialect	Eligibility requirements (see Course description)	
French: Second Language	Grade C in Year 10 French & meet eligibility requirements	
Geography	Grade B in Year 10 Humanities General	
Health Studies	Grade B in Year 10 English General	
Human Biology	Grade C in Year 10 Science Extension with strong marks in the Biological Science topic	Grade B in Year 10 Science
Literature	Grade A in Year 10 English General or Grade B or better in English Extension	
Mathematics: Applications	Grade C in Year 10 Mathematics Advanced or Grade A in Year 10 Mathematics General	Grade C in Year 10 Mathematics
Mathematics: Methods	Grade C in Year 10 Mathematics Extension or Grade A in Year 10 Mathematics Advanced	Grade B in Year 10 Mathematics
Mathematics: Specialist	Grade A in Year 10 Mathematics Extension & students must enrol in Mathematics: Methods	Grade A in Year 10 Mathematics
Modern History	Grade B in Year 10 Humanities General	
Music	Grade A in Year 10 Specialist Music and Grade C in Year 10 English; extra-curricular Music lessons	Music tuition
Physical Education Studies	Grade B in Year 10 Physical Education and Grade B in Science General with completion of Physical Fitness an advantage	Grade B in Year 10 Science
Physics	Grade C in Year 10 Science Extension with strong marks in Mathematics and the Physics topic	Grade B in Year 10 Science
Politics and Law	Grade B in Year 10 Humanities General	
Psychology	Grade B in Year 10 Humanities General and Science General	
Visual Arts	Grade A in Year 10 Art and Grade B in Year 10 English General	
General Courses	Prerequisites (if required)	Students new to Kennedy
Children, Family & the Community	Nil but Year 10 Childcare or Food is advisable	
Dance	Nil but Year 10 Dance is advisable	
Drama	Nil but Year 10 Drama is advisable	
Engineering Studies	Grade C in Year 10 Mathematics General or Grade B in Mathematics Foundation	Grade C in Year 10 Mathematics
Food Science & Technology	Nil but Year 10 Food is advisable	
Geography	Grade C in Year 10 Humanities General	Grade C in Year 10 Humanities
Human Biology	WAC C Grade in Year 10 Science	Grade C in Year 10 Science
Humanities & Social Sciences in Action	Grade C in Year 10 Humanities General	Grade C in Year 10 Humanities
Mathematics: Essential	Grade D in Year 10 Mathematics General or Grade C in Year 10 Mathematics Foundation	Grade D in Year 10 Mathematics
Media Production and Analysis	Nil but Year 10 Media or Photography an advantage	
Modern History	Grade C in Year 10 Humanities General	Grade C in Year 10 Humanities
Music: Contemporary Music	Grade B in Year 10 Music (any Music elective); extra-curricular Music lessons	Music tuition
Outdoor Education	Nil but Outdoor Recreation is advisable	
Visual Art	Nil but Year 10 Art is advisable	

# **COURSE INFORMATION (ATAR)**

# ACCOUNTING AND FINANCE

PREREQUISITE - Grade B in Year 10 English General and  
Grade B in Year 10 Mathematics General

The Accounting and Finance ATAR course aims to make students financially literate by creating an understanding of the systems and processes through which financial practices and decision making are carried out, as well as the ethical, social and environmental issues involved. It helps students to analyse and make informed decisions about finances.

## Unit 1

The focus for this unit is on double entry accounting for small businesses. Students apply their understanding of financial principles, systems and institutions to manage financial information and make decisions in a variety of small businesses. Students develop an understanding of the rationale for the use of particular conventions and principles and the consequences of disregarding them. Students record and process financial information using the double entry system and apply the principles of the Goods and Services Tax (GST). Students learn about the various forms of business organisations adopted by small business.

## Unit 2

The focus for this unit is on accrual accounting. Students apply financial systems and principles to the operations of businesses and distinguish between cash and accrual methods of accounting. Students prepare and analyse financial reports for a variety of types of business organisations and become familiar with the main aspects of electronic processing of financial data. Students learn of the role and functions of the professional accounting and financial associations.

## CAREERS

Banking, Business, Commerce, Industry, Government, Marketing, Public Service.

# BIOLOGY

PREREQUISITE - Grade C Year 10 Science Extension with strong marks in the Biological Science topics

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

## Unit 1 – Ecosystems and biodiversity

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

## Unit 2 – From single cells to multicellular organisms

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

## CAREERS

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



# BUSINESS MANAGEMENT & ENTERPRISE (ATAR)

PREREQUISITE - Grade B in Year 10 Humanities General

The Business Management and Enterprise ATAR course gives students the opportunity to understand how vital business is to individuals and society, and how it impacts on many aspects of our lives. Business has a complex and dynamic organisational structure that requires a combination of skills, aptitude, creativity, initiative and enterprise to operate effectively. In a constantly changing world, individuals, businesses and nations must adapt their position in an increasingly global economy and generate the wealth to sustain economic growth. To do this, business requires people with strategic vision who are enterprising, innovative and creative. This course focuses on the development of these skills within the business cycle of day-to-day running and continuing viability and expansion of a business. Exposure to a wide range of business activities, management strategies and an understanding of enterprise, helps students to appreciate the significance of their role as both participants and consumers in the business world.

## Unit 1

The focus of this unit is on success in business at a national level. It explores what it takes to be successful beyond the initial start-up stage.

## Unit 2

The focus of this unit is on business growth and the challenges faced by businesses expanding at a national level.

## CAREERS

The study of Business Management and Enterprise can lead to a variety of fields. Possible vocations are Commerce, Management, Marketing and Occupational Health & Safety.

# CHEMISTRY

PREREQUISITE - Grade C in Year 10 Science Extension with strong marks in the Chemistry topic

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. Chemistry develops 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 – Chemical fundamentals: structure, properties and reactions

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

## Unit 2 – Molecular interactions and reactions

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

## CAREERS

Studying Chemistry provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. An understanding of chemistry is relevant to a range of careers, including those in forensic science, environmental science, engineering, medicine, dentistry, pharmacy and sports science. Additionally, chemistry knowledge is valuable in occupations that rely on an understanding of materials and their interactions, such as art, winemaking, agriculture and food technology. Some students will use this course as a foundation to pursue further studies in chemistry, and all students will become more informed citizens, able to use chemical knowledge to inform evidence-based decision making and engage critically with contemporary scientific issues.

# CHINESE: SECOND LANGUAGE

PREREQUISITE - Grade C in Year 10 Chinese & meet eligibility requirements.

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

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

The Chinese language referred to in the Chinese: Second Language ATAR course is Modern Standard Chinese, also known as Mandarin. Simplified characters are used in writing.

Chinese has examinable practical and written components.

## Unit 1 – Teenagers

This unit focuses on **青少年 (Teenagers)**. Through the three topics: Having fun, Student's daily life, and Technology and leisure, students further develop their communication skills in Chinese and gain a broader insight into the language and culture.

## Unit 2 – Travel – let's go

This unit focuses on **我们去旅行吧! (Travel – let's go!)**. Through the three topics: Tales of travel, Western Australia as a travel destination, and China as a travel destination, students extend their communication skills in Chinese and gain a broader insight into the language and culture.

# DANCE (ATAR)

PREREQUISITE - Grade B in Year 10 English General and Grade B in Year 10 Specialist Dance

Dance is dynamic and powerful. It embodies our ideas, thoughts, emotions and values and provides a unique opportunity to develop physically, creatively, aesthetically, emotionally and intellectually. People have always danced, and dance continues to evolve as a form of expression, fulfilling a variety of functions in society. As an art form, dance encourages artistic creativity and the active use of the imagination. The study of dance acknowledges the interrelationship between practical and theoretical aspects – the making and performing of movement and the appreciation of its meaning. It allows students to make and present dance relevant to their lives.

The Dance ATAR course develops and presents ideas through a variety of genres, styles and forms, as it provides a unique way in which to express our cultural view and understanding of the world. Through critical decision-making in individual and group work, movement is manipulated and refined to reflect the choreographer's intent. Students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices and draw on their own physicality and the interpretation of existing work of others to make dance works.

Dance has examinable practical and written components.  
Students will be required to perform at several school events for this subject

## Unit 1 – Popular dance

In this unit, students will explore how popular dance reflects and influences cultural and social trends, identity and community. They will learn about the impact of media and technology on the evolution of popular dance, considering how platforms such as radio through to social media have transformed the visibility and accessibility of dance.

## Unit 2 – Youth dance

This unit focuses on creating dance that explores original concepts and expresses personal ideas. This course focuses on the development of technical skills, artistic expression and performance abilities in various dance styles popular among youth. Students explore learning contexts that reflect their own cultural understanding and produce unique work with a personal style.

# DRAMA (ATAR)

PREREQUISITE - Nil but Year 10 Drama is advisable B

Drama entertains, informs, communicates, challenges and allows the sharing of human experiences. Students achieve through the key activities of creation, performance and reflection.

The Drama ATAR course focuses on drama in practice as students integrate their knowledge and skills. They use the elements and conventions of drama to develop and present ideas and explore personal and cultural issues. They engage in drama processes, such as improvisation and text interpretation, which allow them to create drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects, such as sets, costumes, props, 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.

Students work independently and collaboratively, learning self-management skills, showing initiative and demonstrating leadership and interpersonal skills. The Drama ATAR course requires them to develop their capacity to respond to, reflect on, and make informed judgements using appropriate terminology and language to describe, analyse, interpret and evaluate drama.

Drama has examinable practical and written components.

## Unit 1 – Representational, realist drama

In this unit, students research and collaboratively workshop, interpret and perform drama texts in forms and styles related to realism and representational drama. Students extend their drama knowledge exploring decisions as an actor and director to position the audience to respond.

## Unit 2 – Presentational, non-realist drama

In this unit, students research and collaboratively workshop, interpret and perform drama texts related to non-realism and presentational drama. Students develop a scripted performance event for an audience which may include performing in competitions.

## CAREERS

Some students intend to make a career in drama and related fields such as acting, arts management, design & production. Students also participate in drama for enjoyment and satisfaction. They experience the pleasure that comes from developing personal skills, knowledge and understandings that can be transferred to a range of careers and situations.

# ECONOMICS

PREREQUISITE - Grade B in Year 10 Humanities General

Economics investigates the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources. Economics aims to understand and analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing.

The Economics ATAR course encompasses the key features which characterise an economist's approach to a contemporary economic event or issue: the ability to simplify the essence of a problem; to collect economic information and data to assist analysis and reasoning; to think critically about the limits of analysis in a social context; and to draw inferences which assist decision-making, the development of public policy and improvement in economic wellbeing.

## Unit 1 – Microeconomics

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

## Unit 2 – Macroeconomics

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

## CAREERS

Banking, Business, Commerce, Community Development, Economist, Industry, Government, Marketing, Public Service, Political Adviser, Public Relations.

# ENGINEERING STUDIES (ATAR)

PREREQUISITE - Grade B in Year 10 Mathematics General

Engineers are involved in the design, manufacture and maintenance of a diverse range of products and infrastructure integral to the functioning of society, business and industry. They rely strongly on their creativity and problem solving to turn ideas into reality by applying lateral thinking and mathematical and scientific principles to develop solutions to problems, needs and opportunities. An engineer also needs to be socially aware and involved in broader community issues: impacts on the environment, sustainable energy, health and safety, and consultation processes to understand social attitudes and opinion.

## Unit 1

In the development of an engineering project, students study core engineering theory and their chosen specialist area theory. They develop an understanding of different forms of energy, uses of these different forms, and sources of renewable and non-renewable energy.

Given guidelines and a context, students apply their knowledge of the engineering design process and theory to develop and respond to a design brief. This requires them to investigate existing products, construction materials and components. Design ideas are developed through annotated sketches and concept drawings. Students then select and analyse the most suitable concept for production as a prototype or working model.

Students finalise their chosen design by documenting its specifications in the form of appropriate orthographic drawings, specialist diagrams and lists of materials and components. They calculate the cost of the prototype or model. They follow a given timeline to undertake tasks required to produce, test and evaluate the product.

## Unit 2

This unit develops students' understanding of core and specialist area theory to better understand the scientific, mathematical and technical concepts that explain how engineered products function. They study the impact of the different forms of obsolescence in engineering products on society, business and the environment.

Students continue to refine their understanding and skills of the engineering design process, undertaking tasks to produce, test and evaluate the product. Core and specialist area theory continues to be studied to forge greater understanding of the scientific, mathematical and technical concepts that explain how engineered products function.

## CAREERS

Engineering, Mechanics, Electrical, Electronics, Science and Education.

# ENGLISH (ATAR)

PREREQUISITE - Grade B or better in Year 10 English General

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

## 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 AS AN ADDITIONAL LANGUAGE OR DIALECT

PREREQUISITE - Eligibility requirements described below

The English as an Additional Language or Dialect (ELD) ATAR course focuses on language learning and the explicit teaching of the structure, linguistic features and sociolinguistic and sociocultural aspects of Standard Australian English (SAE). Through close study of language and meaning, students of English as an Additional Language or Dialect explore how learning in and through English language and literature influences their own and others' personal, social and cultural identities and thought processes. They develop skills that enable them to use different registers of spoken and written SAE so they can communicate effectively in a range of contexts and for a variety of purposes in order to become effective cross-cultural users of language and dialect. In the Western Australian context, the English as an Additional Language or Dialect ATAR course makes specific provision for the development of SAE by users of Aboriginal English (AE) in a bi-dialectal approach based on the growing understanding of Aboriginal English as a marker of identity and deep level cultural conceptualisations.

English as an Additional Language or Dialect has examinable practical and written components.

## Unit 1

Unit 1 focuses on investigating how language and culture are interrelated and expressed in a range of contexts. A variety of oral, written and multimodal texts are used to develop understanding of text structures and language features. The relationship between these structures and features and the context, purpose and audience of texts is explored. The unit will enhance students' confidence in creating texts for different purposes and across all language modes in both real and imagined contexts. It will broaden their understanding of the sociocultural and sociolinguistic elements of SAE and develop skills for research and further academic study.

## Unit 2

Unit 2 focuses on analysing and evaluating perspectives and attitudes presented in texts and creating extended texts for a range of contexts. SAE language skills for effective communication in an expanding range of contexts are consolidated. The use of cohesive text structures and language features is developed. The unit focuses on developing planning and editing skills to create extended oral, written and multimodal texts. Attitudes, values and culturally based assumptions within texts are identified, analysed and compared. Strategies for collecting, analysing, organising and presenting ideas and information are refined.

## Eligibility

The English as an Additional Language or Dialect ATAR course is available to students who speak English as a second language or as an additional language or dialect, and whose use of SAE is restricted. The course may provide English language or dialect support for students to the end of Year 11. English as an Additional Language or Dialect eligibility criteria do not apply to the Year 11 period of enrolment.

Students need to complete and submit an eligibility application in the School Curriculum and Standard Authority's (the Authority) online student portal. The application must then be endorsed firstly by an EAL/D or English teacher and secondly a representative of the school's administration in the Student Records Management System (SRMS). Instructions for how to access and use both the student portal and SRMS are available on the EAL/D course page of the Authority's website.

# FRENCH: SECOND LANGUAGE

PREREQUISITE - Grade C in Year 10 French & meet eligibility requirements

The French: Second Language ATAR course can connect to the world of work, further study and travel. The French: Second Language ATAR course is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and to provide the foundation for life-long language learning.

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

French has examinable practical and written components.

## Unit 1

This unit focuses on *C'est la vie! (That's life!)*. Through the three topics: My daily routine, French sports and leisure, and Leading a healthy lifestyle, students further develop their communication skills in French and gain a broader insight into the language and culture.

## Unit 2

This unit focuses on *Voyages (Travel)*. Through the three topics: My travel tales and plans, Australia as a travel destination, and Travel in a modern world, students extend their communication skills in French and gain a broader insight into the language and culture.

# GEOGRAPHY (ATAR)

PREREQUISITE - Grade B in Year 10 Humanities General

The study of geography draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments. It enables them to appreciate the complexity of our world and the diversity of its environments, economies and cultures and utilise this knowledge to promote a more sustainable way of life and awareness of social and spatial inequalities.

In the senior secondary years, the Geography ATAR course provides a structured, disciplinary framework to investigate and analyse a range of challenges and associated opportunities facing Australia and the global community. These challenges include rapid change in biophysical environments, the sustainability of places, dealing with environmental risks, and the consequences of international integration.

## Unit 1 – Natural and ecological hazards

This unit focuses on understanding how these hazards and their associated risks are perceived and managed at local, regional and global levels. Risk management, in this particular context, refers to prevention, mitigation and preparedness. Prevention is concerned with the long-term aspects of hazards and focuses on avoiding the risks associated with their reoccurrence. Mitigation is about reducing or eliminating the impact if the hazard does happen. Preparedness refers to actions carried out prior to the advance notice of a hazard to create and maintain the capacity of communities to respond to, and recover from, natural disasters. Preparedness starts at the local community level but may branch out to national and international levels through measures such as planning, community education, information management, communications and warning systems.

Building on their existing geographical knowledge and understandings, students explore natural hazards, including atmospheric, hydrological and geomorphic hazards, for example, storms, cyclones, tornadoes, frosts, droughts, bushfires, flooding, earthquakes, volcanoes and landslides. They will also explore ecological hazards, for example, environmental diseases/pandemics (toxin-based respiratory ailments, infectious diseases, animal-transmitted diseases and water-borne diseases) and plant and animal invasions.

## Unit 2 – Global networks and interconnections

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

## CAREERS

Agronomy, Cartography, Community Development, Demography, Economic Development, Environmental Science, Geology, Land Care, Local Government, Natural Resource Management, Public Service, Surveying, Teaching, Town Planning.

# HEALTH STUDIES (ATAR)

PREREQUISITE - Grade B in Year 10 English General

In this ATAR course students explore health as a dynamic quality of life. They examine the impact of social, environmental, economic and biomedical determinants on health and their collective contribution to health disparities, as well as exploring approaches to address barriers which prevent groups from experiencing better health. Students apply inquiry skills to examine and analyse health issues, develop arguments and draw evidence-based conclusions. The course also provides students with opportunities to develop skills that will enable them to pursue careers in health promotion, research or community health care.

## Unit 1

This unit focuses on the health of individuals and communities. Students learn about health determinants and their impact on health. Health promotion is explored and used as a framework for designing approaches to improve health. Students examine attitudes, beliefs and norms and their impact on decision-making, and develop a range of key health skills. Students extend their understandings of factors influencing health, and actions and strategies to protect and promote health through inquiry processes.

## Unit 2

This unit focuses on the impact of factors influencing the health of communities. Students learn about community development and how community participation can improve health outcomes. Students examine the influence of attitudes, beliefs, and norms on community health behaviours; apply investigative and inquiry processes to analyse issues influencing the health of communities; and develop appropriate responses. The impact of technology on interpersonal skills and strategies for managing such influences are also a focus.

## CAREERS

Occupational Therapist, Speech Therapist, Nursing, Physical and Health Education Teaching, Environmental Scientist, Psychologist, Medical professions, Medical Technician.

# HUMAN BIOLOGY (ATAR)

PREREQUISITE - Grade C in Year 10 Science Extension with strong marks in the Biological Science topics.

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

## 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.

## CAREERS

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

# LITERATURE

PREREQUISITE - Grade A or better in Year 10 English General or Grade B or better in English Extension

The Literature ATAR course focuses on the study of literary texts and developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language; evaluate perspectives and evidence; and challenge ideas and interpretations. The Literature ATAR course explores how literary texts construct representations, shape perceptions of the world and enable us to enter other worlds of the imagination. In this subject, students actively participate in the dialogue of literary analysis and the creation of imaginative and analytical texts in a range of modes, media and forms.

## Unit 1

Unit 1 develops students' knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and the reader's response. This unit develops knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences. A range of literary forms is considered: prose fiction, poetry and drama. The significance of ideas and the distinctive qualities of texts are analysed through detailed textual study.

Through the creation of analytical responses, students frame consistent arguments that are substantiated by relevant evidence. In the creation of imaginative texts, students explore and experiment with aspects of style and form.

## Unit 2

Unit 2 develops students' knowledge and understanding of intertextuality, the ways literary texts connect with each other. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, readers, audiences and contexts. The ideas, language and structure of different texts are compared and contrasted. Exploring connections between texts involves analysing their similarities and differences through an analysis of the ideas, language used and forms of texts. Students create analytical responses that are evidence-based and convincing. By experimenting with text structures and language features, students understand how their imaginative texts are informed by analytical responses.

## CAREERS

Law, Journalism, Library Studies, Arts and Teaching.

# MATHEMATICS: APPLICATIONS

PREREQUISITE - Grade C in Year 10 Mathematics Advanced or  
Grade A in Year 10 Mathematics General

Mathematics Applications is an ATAR course which 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 questions that involve analysing univariate and bivariate data, including time series data.

## Unit 1

Contains the three topics:

- Consumer arithmetic
- Algebra and matrices
- Shape and measurement

'Consumer arithmetic' reviews the concepts of rate and percentage change in the context of earning and managing money and provides a context for the use of spread sheets. 'Algebra and matrices' continue the Year 7–10 study of algebra and introduces the new topic of matrices. The emphasis of this topic is the symbolic representation and manipulation of information from real-life contexts using algebra and matrices. 'Shape and measurement' extend the knowledge and skills students developed in the Year 7–10 curriculum with the concept of similarity and associated calculations involving simple and compound geometric shapes. The emphasis in this topic is on applying these skills in a range of practical contexts, including those involving three-dimensional shapes.

## Unit 2

Contains the three topics:

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

Univariate data analysis and the statistical investigation process develops students' ability to organise and summarise univariate data in the context of conducting a statistical investigation. Applications of trigonometry extends students' knowledge of trigonometry to solve practical problems involving non right-angled triangles in both two and three dimensions, including problems involving the use of angles of elevation and depression and bearings in navigation. Linear equations and their graphs use linear equations and straight-line graphs, as well as linear-piecewise and step graphs, to model and analyse practical situations.

## CAREERS

Actuary, Biologist, Cartographer, Commerce, Computer Science, Finance, Geographer, Geologist, Hydrologist, Nurse, Operations Research, Sales, Statistician, Teacher, Urban Planner.

# MATHEMATICS: METHODS

PREREQUISITE - Grade C in Year 10 Mathematics Extension or  
Grade A in Year 10 Mathematics Advanced

Mathematics Methods is an ATAR course which 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.

## Unit 1

Contains the three topics:

- Functions and graphs
- Trigonometric functions
- Counting and probability

Unit 1 begins with a review of the basic algebraic concepts and techniques required for a successful introduction to the study of functions and calculus. Simple relationships between variable quantities are reviewed, and these are used to introduce the key concepts of a function and its graph. The study of probability and statistics begins in this unit with a review of the fundamentals of probability, and the introduction of the concepts of conditional probability and independence. The study of the trigonometric functions begins with a consideration of the unit circle using degrees and the trigonometry of triangles and its application. Radian measure is introduced, and the graphs of the trigonometric functions are examined and their applications in a wide range of settings are explored.

## Unit 2

Contains the three topics:

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

In Unit 2, exponential functions are introduced, and their properties and graphs examined. Arithmetic and geometric sequences and their applications are introduced, and their recursive definitions applied. Rates and average rates of change are introduced, and this is followed by the key concept of the derivative as an 'instantaneous rate of change'. These concepts are reinforced numerically (by calculating difference quotients), geometrically (as slopes of chords and tangents), and algebraically. This first calculus topic concludes with derivatives of polynomial functions, using simple applications of the derivative to sketch curves, calculate slopes and equations of tangents, determine instantaneous velocities, and solve optimisation problems.

## CAREERS

Actuary, Air Traffic Control, Analyst, Architect, Biologist, Cartographer, Chemist, Commerce, Computer Science, Doctor, Economist, Engineer, Finance, Geographer, Geologist, Hydrologist, Operations Research, Statistician, Stockbroker, Teacher, Urban Planner.



# MATHEMATICS: SPECIALIST

PREREQUISITE - Grade A in Year 10 Mathematics Extension and students must also enrol in Mathematics: Methods

Mathematics Specialist is an ATAR course which 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. The Mathematics Specialist ATAR course contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods ATAR course, as well as demonstrate their application in many areas. This course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. The Mathematics Specialist ATAR course is the only ATAR mathematics course that should not be taken as a stand-alone course.

## Unit 1

Contains the three topics:

- Combinatorics
- Vectors in the plane
- Geometry

The three topics in Unit 1 complement the content of the Mathematics Methods ATAR course. The proficiency strand of Reasoning, from the Year 7–10 curriculum, is continued explicitly in the topic Geometry through a discussion of developing mathematical arguments. This topic also provides the opportunity to summarise and extend students' studies in Euclidean Geometry, knowledge which is of great benefit in the later study of topics such as vectors and complex numbers. The topic Combinatorics provides techniques that are very useful in many areas of mathematics, including probability and algebra. The topic Vectors in the plane provides new perspectives on working with two-dimensional space and serves as an introduction to techniques which can be extended to three-dimensional space in Unit 3. These three topics considerably broaden students' mathematical experience and therefore begin an awakening to the breadth and utility of the subject. They also enable students to increase their mathematical flexibility and versatility.

## Unit 2

Contains the three topics:

- Trigonometry
- Matrices
- Real and complex numbers

In Unit 2, Matrices provide new perspectives for working with two-dimensional space and real and complex numbers provides a continuation of the study of numbers. The topic Trigonometry contains techniques that are used in other topics in both this unit and Units 3 and 4. All topics develop students' ability to construct mathematical arguments. The technique of proof by the principle of mathematical induction is introduced in this unit.

## CAREERS

Actuary, Air Traffic Control, Analyst, Architect, Biologist, Cartographer, Chemist, Commerce, Computer Science, Doctor, Economist, Engineer, Finance, Geographer, Geologist, Hydrologist, Operations Research, Statistician, Stockbroker, Teacher, Urban Planner.

# MODERN HISTORY (ATAR)

PREREQUISITE - Grade B in Year 10 Humanities General

The Modern History ATAR course enables students to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live. While the focus is on the 20th century, the course refers back to formative changes from the late 18th century onwards and encourages students to make connections with the changing world of the 21st century.

Modern history enhances students' curiosity and imagination and their appreciation of larger themes, individuals, movements, events and ideas that have shaped the contemporary world. The themes that run through the units include: local, national and global conflicts and their resolution; the rise of nationalism and its consequences; the decline of imperialism and the process of decolonisation; the continuing struggle for the recognition of human rights; the transformation of social and economic life; the regional shifts in power and the rise of Asia; and the changing nature and influence of ideologies.

## Unit 1 – Understanding the Modern World

This unit examines developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. Students examine **one** development or turning point that has helped to define the modern world. Specifically, students will undertake an investigation into The Meiji Restoration – Japan (1853–1911).

## 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. Specifically, students will undertake an investigation into Nazism in Germany (1918–1945).

## CAREERS

Archaeologist, Anthropologist, Advertising, Author, Historian, Journalist, Police Officer, Politician, Psychologist, Public Relations, Public Servant, Social Worker, Teacher, Writer.

# MUSIC (ATAR)

PREREQUISITE - Grade A in Year 10 Specialist Music and Grade C in Year 10 English General; additional extra-curricular Music lessons are required

The Music ATAR course encourages students to explore a range of musical experiences, developing their musical skills, understanding, creative and expressive potential, through the genres of Contemporary, Jazz, Music Theatre, and Western Art Music. The course consists of a written component, incorporating music literacy, music analysis, composition and a practical component focused on solo and group performance opportunities. The practical component can be delivered in a different context (such as Contemporary, Jazz, Music Theatre, and Western Art Music.) and is independent of the written component. Students can choose to perform on an instrument or voice focusing on this different context, in consultation with the teacher and instrumental music tutor.

The Music course provides opportunities for creative expression, aesthetic appreciation for music across different times, places, cultures and contexts, and development of instrumental and performance skills on selected instruments. Students listen, analyse, compose, and perform music, developing skills to confidently engage with a diverse array of musical experiences, both independently and collaboratively.

Music has examinable practical and written components, including solo performance examinations.

Students are required to have an instrumental lesson of at least 45 minutes each week to assist with the practical component of the course, incorporating technical requirements and repertoire preparation. ATAR music students are expected to participate in different Kennedy ensembles and will also be involved in various performances throughout the year.

## Unit 1

Students engage in music making as performers and/or composers, both individually and collaboratively. They develop their music literacy, learning how the elements and characteristics of music can be applied, combined and manipulated when, performing, composing, listening to and analysing music.

The music analysis theme for this unit is Elements. What are the building blocks that make music work? Students respond to music as they explore the creative application of music elements across time, place and culture. They gain greater familiarity with how and why music is created by engaging with a range of designated works, developing their understanding and use of music elements.

Students develop a greater awareness of the stylistic considerations that inform the music they analyse, compose and perform, and the interrelationships that exist between these music elements.

## Unit 2

Students confidently engage in music making as performers and/or composers, both individually and collaboratively. They continue to develop and consolidate their music literacy, learning how the elements and characteristics of music can be applied, combined and manipulated when performing, composing, listening to and analysing music.

The music analysis theme for this unit is Narratives. How can music tell a story? Students understand that music elements can be manipulated to expressively communicate narrative. Through the combination of music and narrative, composers can provoke strong emotional responses from audiences. This unit aims to develop a more sophisticated understanding of how music elements have been manipulated for specific storytelling purposes.

Students apply critical listening and thinking skills and develop aesthetic understanding through analysing the designated works.

## CAREERS

Studying music may also provide a pathway for further training and employment in a range of professions within the music industry.

# PHYSICAL EDUCATION STUDIES (ATAR)

PREREQUISITE - Grade B in Physical Education and Grade B in Year 10 Science General with completion of Physical Fitness is an advantage.

Study of the Physical Education Studies ATAR 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 ATAR course focuses on the complex interrelationships between motor learning, psychological, biomechanical, anatomical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches and analysts of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies ATAR course cannot be separated from active participation in physical activities, and involves students in closely integrated written, oral and physical learning experiences, based upon the study of selected physical activities.

The course appeals to students with varying backgrounds, physical activity knowledge and dispositions. Students analyse the performance of themselves and others and apply theoretical principles to enhance performance. Physical activity and sport are used to develop skills and performance along with an understanding of physiological, anatomical, psychological, biomechanical and motor learning applications.

Physical Education Studies has assessed practical and written components. The theoretical component of Physical Education studies will form most of the class time. Students should be participating in a sport outside of school hours.

## Unit 1

The focus of this unit is functional anatomy and exercise physiology concepts and how students apply these to their own and others' performance.

## Unit 2

The focus of this unit is biomechanical, psychological and motor learning and coaching concepts and how students apply these to their own and others' performance.

## CAREERS

Fitness, Health Promotion, Human Movement, Personal Trainer, Occupational Therapy, Occupational Health and Safety, Physiotherapy, Sports Science, Teaching, Recreation Centre Management.

# PHYSICS

PREREQUISITE - Grade C in Year 10 Science Extension with strong marks in Mathematics and the Physics topic

Physics is a fundamental science that endeavours to explain all the natural phenomena that occur in the universe. Its power lies in the use of a comparatively small number of assumptions, models, laws and theories to explain a wide range of phenomena, from the incredibly small to the incredibly large. Physics has helped to unlock the mysteries of the universe and provides the foundation of understanding upon which modern technologies and all other sciences are based

## **Unit 1 – Motion, forces and energy**

Students describe, explain and predict linear motion and mechanical and thermal energy.

## **Unit 2 – Waves, nuclear and electrical physics**

Students investigate the application of wave models to sound phenomena, radioactivity and nuclear reactions, and investigate energy transfer and transformation in electrical circuits.

## **CAREERS**

Studying senior secondary science provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. Studying physics will enable students to become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues. The Physics ATAR course will also provide a foundation in physics knowledge, understanding and skills for those students who wish to pursue tertiary study in science, engineering, medicine and technology.

# POLITICS AND LAW

PREREQUISITE - Grade B in Year 10 Humanities General

Politics and law is a critical study of the processes of decision making concerning society's collective future. The study of politics examines the structures and processes through which individuals and groups with different interests, beliefs and goals, deliberate and negotiate in order to make choices, respond to changing circumstances and enact laws. The study of law examines the system of laws governing the conduct of the people of a community, society or nation, in response to the need for regularity, consistency and justice based upon collective human experience.

A close relationship exists between politics and law. They relate through the judicial, executive and legislative arms of government; together they constitute how societies are governed. Laws generally embody social and political values that usually have a philosophical foundation.

## **Unit 1 – Democracy and the rule of law**

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

## **Unit 2 – Representation and justice**

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

## **CAREERS**

Armed Forces, Journalism, Law Clerk, Lawyer, Police Force, Politician, Education, Health care.

# PSYCHOLOGY

PREREQUISITE - Grade B in Year 10 Humanities General and Science 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.

## Unit 1

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. 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

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.

## CAREERS

Health, Education, Social Work, Psychology, Counselling, Law, Education, Health care.

# VISUAL ARTS (ATAR)

PREREQUISITE - Grade A in Year 10 Art and Grade B in Year 10 English General

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

Visual Arts ATAR has examinable practical and written components.

## Unit 1 – Differences

The focus for this unit is differences. Students may, for example, consider differences arising from cultural diversity, place, gender, class and historical period. Differences relating to art forms, media and conventions may also provide a stimulus for exploration and expression.

Students explore ways of collecting, compiling and recording information and documenting thinking and working practices. They explore approaches to drawing and develop awareness that each artist has his or her particular way of making marks to convey personal vision. Students examine how visual language and media choices contribute to the process of conveying function and meaning and use a range of media and technologies to explore, create, and communicate ideas.

## Unit 2 – Identities

The focus for this unit is identities. In working with this focus, students explore concepts or issues related to personal, social, cultural or gender identity. They become aware that self-expression distinguishes individuals as well as cultures. Students use a variety of stimulus materials and use a range of investigative approaches as starting points to create artwork. They develop a personal approach to the development of ideas and concepts, making informed choices about the materials, skills, techniques and processes used to resolve and present their artwork.



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# **COURSE INFORMATION (GENERAL)**

# APPLIED INFORMATION TECHNOLOGY

PREREQUISITE - Nil

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

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

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

## **Unit 1 – Personal communication**

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

## **Unit 2 – Working with others**

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

# BUSINESS MANAGEMENT AND ENTERPRISE (GENERAL)

PREREQUISITE - Nil

The Business Management and Enterprise General course aims to prepare all students for a future where they will need to identify possibilities and create opportunities within a business environment. This course provides students with the ability to make sound and ethical business decisions based on critical thinking, in line with their own and societal values.

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

## **Unit 1 - Establishing a small business in Australia**

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 in Australia**

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 future. 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.

# CHILDREN, FAMILY AND THE COMMUNITY

PREREQUISITE - Nil but Year 10 Childcare or Food is advisable

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. They recognise how promoting inclusion and diversity among individuals, families and groups in society contributes to the creation of safe, cohesive and sustainable 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.

Students make decisions, examine consequences and develop skills to accommodate actions that impact themselves or others. Skills, processes, understandings and knowledge are developed through individual and group experiences. Students design and produce products and services that meet the needs of individuals, families and communities.

## 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.

## CAREERS

Knowledge, understanding and skills gained in the above units are valuable for further study at University or TAFE. Relevant courses include: Children's Services, Childcare, Teaching, Special Needs Assistant, Social Worker, and Hospitality.

# DANCE (GENERAL)

PREREQUISITE - Nil but Year 10 Dance is advisable

Dance is dynamic and powerful. It embodies our ideas, thoughts, emotions and values and provides a unique opportunity to develop physically, creatively, aesthetically, emotionally and intellectually. People have always danced, and dance continues to evolve as a form of expression, fulfilling a variety of functions in society. As an art form, dance encourages artistic creativity and the active use of the imagination. The study of dance acknowledges the interrelationship between practical and theoretical aspects – the making and performing of movement and the appreciation of its meaning. It allows students to make and present dance relevant to their lives.

The Dance General course develops and presents ideas through a variety of genres, styles and forms, as it provides a unique way in which to express our cultural view and understanding of the world. Through critical decision-making in individual and group work, movement is manipulated and refined to reflect the choreographer's intent. Students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices and draw on their own physicality and the interpretation of existing work of others to make dance works.

Dance has assessed practical and written components.

Students will be required to perform at several school events for this subject

## **Unit 1 – Exploring the components of dance**

In this unit, students explore the elements of dance and processes of choreography, and solve structured choreographic tasks to produce dance works for performance.

## **Unit 2 – Dance as entertainment**

In this unit, students explore the entertainment potential of dance and choreography.

# DRAMA (GENERAL)

PREREQUISITE - Nil but Year 10 Drama is advisable

The Drama General course focuses on drama in practice as students integrate their knowledge and skills. They use the elements and conventions of drama to develop and present ideas and explore personal and cultural issues. They engage in 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. They present drama to a range of audiences and work in different performance settings.

Students achieve outcomes through the key activities of creation, performance and reflection. They explore and communicate ideas and learn particular processes and skills to enable them to work with drama forms, styles, conventions and technologies. Students work independently and collaboratively, learning time management skills, showing initiative and demonstrating leadership and interpersonal skills. The Drama General course requires them to develop and practice problem-solving skills through creative and analytical thinking processes.

Through the Drama General course, they can understand the experience of other times, places and cultures in an accessible, meaningful and enjoyable way. They understand the economic factors that affect drama practice and explore the vocational opportunities that drama offers.

## 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 work towards a performance for an audience and may participate in competitions such as the YOHFest Drama competition.

## CAREERS

Some students intend to make a career in drama and related fields such as acting, arts management, design & production. Students also participate in drama for enjoyment and satisfaction. They experience the pleasure that comes from developing personal skills, knowledge and understandings that can be transferred to a range of careers and situations. The Drama General course builds confidence, empathy, understanding about human experience, and a sense of identity and belonging. These are invaluable qualities for contemporary living.

# ENGLISH (GENERAL)

PREREQUISITE - Nil

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 English General course is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways.

## 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.



# ENGINEERING STUDIES (GENERAL)

PREREQUISITE - Grade C in Year 10 Mathematics General or Grade B in Mathematics Foundation

Engineers are involved in the design, manufacture and maintenance of a diverse range of products and infrastructure integral to the functioning of society, business and industry. They rely strongly on their creativity and problem solving to turn ideas into reality by applying lateral thinking and mathematical and scientific principles to develop solutions to problems, needs and opportunities. An engineer also needs to be socially aware and involved in broader community issues: impacts on the environment, sustainable energy, health and safety, and consultation processes to understand social attitudes and opinion.

## Unit 1

In this unit, students develop an understanding of the engineering design process. They study and interpret a given design brief, learn a range of research skills and devising methods to develop concepts, then plan and communicate proposed solutions to the given design brief. They study core engineering theory and relevant theory of their chosen specialist area and learn to integrate and use this knowledge to develop and present proposals for practical solutions.

Students calculate requirements, prepare drawings and produce lists of materials and components and then follow a given timeline to produce, test and evaluate the finished product.

## Unit 2

In this unit, students focus on the topics of automation and technical innovation. They investigate engineering examples within these themes and the impact these technologies have on society. Students study and interpret a given design brief. They develop responses to the brief through a process that requires students to engage in a range of activities including researching similar existing engineered products; sketching, drawing and annotating concepts; and choosing the preferred concept for production as a prototype or working model. Students finalise their chosen design by documenting its specifications in the form of appropriate drawings and lists of materials and components. They follow a given timeline to undertake tasks required to produce, test and evaluate the product. Core and specialist area theory continues to be studied to develop greater understanding of the scientific, mathematical and technical concepts that explain how engineered products function.

## CAREERS

Engineering, Mechanics, Electrical, Electronics, Science and Education

# FOOD SCIENCE AND TECHNOLOGY

PREREQUISITE - Nil but Year 10 Food is advisable

Food impacts every aspect of daily life and is essential for maintaining overall health and wellbeing. The application of science and technology plays an important role in understanding how the properties of food are used to meet the needs of consumers and producers. Food laws and regulations govern the production, supply and distribution of safe foods. Students develop food-related understandings and attitudes that enhance their problem-solving abilities and decision-making skills.

## Unit 1 – Food choices and health

Students develop their expertise with technology and communication skills to implement strategies to design food products, services or processing systems. They select resources to meet performance requirements and use evaluation strategies to monitor and maintain optimum standards. Students follow occupational health and safety requirements and safe food handling practices. They use a variety of foods and processes to produce and evaluate food products, services or systems. 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.

Students devise food products, interpret and adapt recipes to prepare healthy meals and snacks that meet individual needs. They demonstrate a variety of mise-en-place and precision cutting skills, and processing techniques to ensure that safe food handling practices prevent food contamination. Students recognise the importance of using appropriate equipment, accurate measurement and work individually and in teams to generate food products and systems.

## 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.

Students work with a range of staple foods, adapt basic recipes and apply the technology process to investigate, devise, and produce food products to achieve specific dietary requirements. They evaluate food products and demonstrate a variety of safe workplace procedures, processing techniques and food handling practices.

# GEOGRAPHY (GENERAL)

PREREQUISITE - Grade C in Year 10 Humanities General

The study of geography draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments. It enables them to appreciate the complexity of our world and the diversity of its environments, economies and cultures and use this knowledge to promote a more sustainable way of life and awareness of social and spatial inequalities.

In the senior secondary years, the Geography General course provides a structured, disciplinary framework to investigate and analyse a range of challenges and associated opportunities facing Australia and the global community. These challenges include rapid change in biophysical environments, the sustainability of places, dealing with environmental risks and the consequences of international integration.

## **Unit 1 – Geography of environments at risk**

This unit explores the spatial patterns and processes related to environments at risk, and to the protection of such environments through management at local, regional and global levels.

## **Unit 2 – Geography of people and places**

This unit explores the natural and cultural characteristics of a region and the processes that have enabled it to change over time and the challenges it may face in the future.

## **CAREERS**

Agronomy, Cartography, Community Development, Demography, Economic Development, Environmental Science, Geology, Land Care, Local Government, Natural Resource Management, Public Service, Surveying, Teaching, Town Planning.

# HEALTH STUDIES (GENERAL)

PREREQUISITE - Nil

In this General course students explore health as a dynamic quality of life. They will consider the way in which beliefs and attitudes influence health decisions and learn how to plan and take action that will promote their own and the health of others. They examine the impact of social and environmental factors on health and use inquiry skills to investigate and respond to relevant issues. The course also provides students with opportunities to develop skills that will enable them to pursue careers in health promotion, research or community health care.

## 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.

## CAREERS

Nurse, medical professional, occupational therapist, physiotherapist, health promotion officer, community development officer, social worker.

# HUMAN BIOLOGY (GENERAL)

PREREQUISITE - WAC C Grade in Year 10 Science

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 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.

## Unit 1

This unit explores how the structure and function of cells help to sustain life processes, and the role of the digestive system in providing essential nutrients for the musculoskeletal system. It also explores how the dietary decisions we make can affect the functioning of body cells and our quality of life.

## Unit 2

This unit explores circulatory, respiratory and urinary systems, and how they facilitate the exchange, transport and removal of materials for efficient body functioning. It also explores the importance of regular health checks to prevent or manage medical problems.

## CAREERS

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 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.

# HUMANITIES & SOCIAL SCIENCES IN ACTION

PREREQUISITE - Grade C in Year 10 Humanities General

The Humanities and Social Sciences in Action General course encourages students to become socially aware and active participants in society. It provides students with the skills to make informed choices about important social issues.

Students explore how change can be affected by the actions and perspectives of stakeholders, from individuals and groups to governments. The course explores issues from a local to a global level, enabling students to understand that change can be impactful on both a smaller and larger scale.

Humanities and Social Sciences in Action is an inquiry-based course, underpinned by the skills of Questioning and researching, Analysing, Evaluating, and Communicating and reflecting. Students use these skills to support their learning about how there are varied and complex perspectives to issues and that these perspectives need to be considered when trying to effect change.

## **Unit 1 – All humans have rights**

Students investigate human rights movements over the last 100 years and the change that these movements have brought for people around the world. They explore how these changes impact contemporary human rights movements and people, now and in the future.

## **Unit 2 – A sense of community**

Students examine the communities in which they live, play and work. They explore the benefits of being part of a community and the challenges communities can face to remain sustainable for the future. Students investigate the role they have in these communities and how they can become active and engaged members.

## **CAREERS**

An understanding of human rights, responsibility and creating community is valuable for all of career paths.

# MATERIALS DESIGN & TECHNOLOGIES

PREREQUISITE - Nil

The Materials Design and Technology General course is a practical course. The course allows teachers the choice to explore and use three materials learning contexts: metal, textiles and wood with the design and manufacture of products as the major focus. There is also the flexibility to incorporate additional materials from outside the designated contexts. This will enhance and complement the knowledge and skills developed within the course as many modern-day products are manufactured using a range of different material types. Students examine social and cultural values and the short-term and long-term impacts of the use and misuse of materials and associated technologies. Through this inquiry, experimentation and research, students develop their creativity and understanding of the society in which they live.

## **Two contexts offered = Metal and Wood**

### **Unit 1**

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

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

### **Unit 2**

Students interact with products designed for a specific market. They use a range of techniques to gather information about existing products and apply the fundamentals of design. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing what they design.

Throughout the process, students learn about the origins, classifications, properties and suitability for end use of materials they are working with. Students are introduced to a range of technology skills and are encouraged to generate ideas and realise them through the production of their design projects. They work within a defined environment and learn to use a variety of relevant technologies safely and effectively.

# MATHEMATICS: ESSENTIAL

PREREQUISITE - Grade D in Year 10 Mathematics General  
Grade C in Year 10 Mathematics Foundation

Mathematics Essential is a General course which 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.

## Unit 1

This unit includes the following four topics:

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

This unit provides students with the mathematical knowledge, understanding and skills to understand the concepts and techniques in calculations, algebra, measurement, and graphs; apply reasoning skills and solve practical problems in calculations, measurement, algebra and graphs; communicate their arguments and strategies when solving problems using appropriate mathematical language; interpret mathematical information and ascertain the reasonableness of their solutions to problems.

## Unit 2

This unit includes the following four topics:

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

This unit provides students with the mathematical knowledge, understanding and skills to understand the concepts and techniques used in representing and comparing data, percentages, rates and ratios and time and motion; apply reasoning skills and solve practical problems in representing and comparing data, percentages, rates and ratios and time and motion; communicate their arguments and strategies when solving mathematical and statistical problems using appropriate mathematical or statistical language; interpret mathematical and statistical information and ascertain the reasonableness of their solutions to problems.



# MEDIA PRODUCTION AND ANALYSIS

PREREQUISITE - Nil but Year 10 Media or Photography is advisable

The Media Production and Analysis General course aims to prepare all students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret others' stories. Students learn the languages of media communication and how a story is constructed using representations. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life while understanding that this is done under social, cultural and institutional constraints. Students as users and creators of media products, consider the important role of audiences and their context.

## **Unit 1 – Mass media**

Within this broad focus, students examine the film industry and storytelling through the medium of film. Students analyse themes in films, the elements of various genres and how tension is created in a variety of movie scenes. They explore film-making techniques and will script, storyboard, shoot and edit their own productions.

## **Unit 2 – Point of view**

In this unit, students will be introduced to basic concepts in television journalism. The students will learn how point of view can be constructed. They will analyse TV news stories, addressing such issues as bias, and construct a point of view in their own TV news productions.

# MODERN HISTORY (GENERAL)

PREREQUISITE - Grade C in Year 10 Humanities General

The Modern History General course provides students with an understanding of the driving forces behind present local and global issues. Investigating the past helps students to understand why and how groups and/or societies changed or resisted change.

The Modern History General course promotes skills of research, hypothesis testing and analysis of information as students engage with investigations. Through inquiries, they learn that historical judgements are provisional and tentative in nature. They are encouraged to question and evaluate historical sources; to identify the various representations and versions of history. The study of history assists students in the development of critical thinking skills as it encourages them to compare and contrast information, detect inconsistencies in details, recognise the manipulation of evidence, identify perspective in the presentation of graphic and textual material, and evaluate the accuracy and reliability of sources. History provides insights into the present and gives students opportunities to reflect on the significance of past events, people, beliefs and ideas. They are encouraged to use the evidence from sources to formulate and support their own interpretations and to communicate their findings in a variety of ways.

## Unit 1 – People, place & 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.

Students will study Nicholas II and the decline of Tsarism.

## Unit 2 – Power & authority

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.

Students will study Authoritarian state: Tokugawa Japan

## CAREERS

Archaeologist, Anthropologist, Advertising, Author, Historian, Journalist, Police Officer, Politician, Psychologist, Public Relations, Public Servant, Social Worker, Teacher, Writer.

# MUSIC: CONTEMPORARY MUSIC (GENERAL)

PREREQUISITE - Grade B in Year 10 Music (any Music elective) and extra-curricular Music lessons

The Music General course encourages students to explore a range of musical experiences through different musical contexts. The course consists of a written component and a practical component, incorporating the following content areas: Aural and theory, Composing and arranging, Investigation and analysis, and Performance. Students can choose to perform on voice or instrument, submit compositions or complete a production/practical project to fulfil the requirements of the practical component. The Music General course provides an opportunity for creative expression, the development of aesthetic appreciation and the pleasure and satisfaction that comes from listening to and making music independently and collaboratively with others.

Students are expected to take weekly instrumental music lessons and participate in a Kennedy ensemble and relevant performances.

## Unit 1 & Unit 2

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

## CAREERS

Studying music may also provide a pathway for further training and employment in a range of professions within the music industry.

# OUTDOOR EDUCATION

PREREQUISITE - Nil but Outdoor Recreation is advisable

Through interaction with the natural world, the Outdoor Education General course aims to develop an understanding of our relationships with the environment, others and ourselves. The ultimate goal of the course is to contribute towards a sustainable world.

## Unit 1 – Experiencing the outdoors

Students are encouraged to engage in outdoor adventure activities. An experiential approach is used to discover what being active in the environment is all about. Students are introduced to outdoor adventure activities where they can develop and improve technical skills and apply appropriate practices to ensure safe participation. They understand basic planning and organisational requirements necessary for them to participate in safe, short duration excursions/expeditions in selected outdoor activities. They begin developing skills in roping and snorkelling. Students are introduced to personal skills and interpersonal skills, including self-awareness, communication and leadership. Features of natural environments and examples of local environmental management and 'Leave No Trace' principles are introduced. Students are required to attend a camp which involves snorkelling, usually at Rottnest Island. **Failure to attend camp will result in an E grade.**

## Unit 2 – Facing challenges in the outdoors

This unit offers the opportunity to engage in a range of outdoor activities that pose challenges and encourage students to step outside their comfort zone. Students consider planning and resource requirements related to extended excursions/short-duration expeditions. They are introduced to simple risk assessment models to assist decision making and apply safe practices to cope with challenging situations and environments. They develop time management and goal setting skills to work with others and explore strategies for building group relationships. They understand the main styles of leadership and how to use strategies to promote effective groups. Features of natural environments and components of the weather are introduced. Conservation, biodiversity and environmental management plans are also introduced. Students are required to attend a camp which involves abseiling, mountain bike riding and/or hiking, usually around Margaret River. **Failure to attend camp will result in an E grade.**

# PHYSICAL EDUCATION STUDIES (GENERAL)

PREREQUISITE - Nil

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 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. Physical activity and sport are used to develop skills and performance, along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications.

## Unit 1

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.

# SCIENCE IN PRACTICE

PREREQUISITE - WAC C Grade in Year 10 Science

Science in Practice is a course grounded in the belief that science is, in essence, a practical activity. From this stems the view that conceptual understandings in science derive from a need to find solutions to real problems in the first instance. The inquiring scientist may then take these understandings and apply them in a new context, often quite removed from their original field. This course seeks to reflect this creative element of science as inquiry. It should involve students in research that develops a variety of skills, including the use of appropriate technology and an array of diverse methods of investigation. This course enables them to investigate science issues in the context of the world around them and encourages student collaboration and cooperation with community members employed in scientific pursuits. It requires students to be creative, intellectually honest, to evaluate arguments with skepticism, and to conduct their investigations in ways that are safe, ethical, fair and respectful of others.

## Unit 1 Aquatic Science

The emphasis of this unit is on the skills required to investigate and understand the functioning of aquatic ecosystems, focusing on:

- using the scientific method to investigate the ecology of aquatic organisms
- safely conducting practical activities exploring aquatic ecology according to workplace health and safety requirements and practices
- applying aquatic science knowledge to ecological problems that impact on people and aquatic environments

## Unit 2 Forensic Science

The emphasis of this unit is on the skills required to investigate and understand components of forensic science, focusing on:

- using the scientific method to conduct investigations akin to the role of a forensic scientist
- safely conducting practical activities exploring forensic science techniques according to workplace health and safety requirements and practices
- applying forensic science knowledge to forensic problems to make informed decisions

## CAREERS

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.

# VISUAL ARTS (GENERAL)

PREREQUISITE - Nil but Year 10 Art is advisable

In the Visual Arts General course, students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. 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. They use a variety of inquiry approaches, techniques and processes when creating original artworks.

# **COURSE INFORMATION (VET)**



# CERTIFICATE II IN WORKPLACE SKILLS

## Description

This qualification reflects the role of individuals in a variety of entry-level Business Services job roles.

This qualification also reflects the role of individuals who have not yet entered the workforce and are developing the necessary skills in preparation for work.

These individuals carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills. They perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.

## Pathways from the qualification

After achieving this qualification candidates may undertake a variety of Certificate III qualifications.

## Completion

It is the aim to deliver the Certificate in 1 year. In order to complete the qualification, students must demonstrate to a satisfactory standard, all competencies within the package.

### Example of a typical Certificate II in Workplace Skills Qualification

Compulsory Core Units	
BSBCMM211	Apply communication skills
BSBOPS201	Work effectively in business environments
BSBPEF202	Plan and apply time management
BSBSUS211	Participate in sustainable work practices
BSBWHS211	Contribute to the health and safety of self and others
Electives	
BSBPEF201	Support personal wellbeing in the workplace
BSBTEC201	Use business software applications
BSBTEC202	Use digital technologies to communicate in a work environment
BSBTWK201	Work effectively with others
BSBTWK301	Use inclusive work practices

## Future Employment

Completed certificates carry considerable points towards VET entry aggregate. Graduates will gain the skills and knowledge to undertake entry level administrative roles such as Receptionist, Administrative Assistant, Clerical Officer.

# CERTIFICATE II IN FINANCIAL SERVICES

## Description

This qualification is intended to meet the financial literacy and basic financial skill needs of remote and indigenous communities or new entrants wishing to build potential pathways into the industry, particularly through VET in Schools programs.

## Pathways from the qualification

This qualification has elective options in financial literacy and basic industry skills. However, Certificate III in Financial Services, Certificate III in Accounts Administration or a qualification in the personal injury management or insurance sectors may be more suitable for entry level employment opportunities.

## Completion

It is the aim to deliver the Certificate in 1 year. In order to complete the qualification students must demonstrate to a satisfactory standard all competencies within the package.

### Example of a typical Certificate II in Financial Services Qualification

Compulsory Core Units	
BSBWHS211	Contribute to the health and safety of self and others
BSBCMM211	Apply communication skills
BSBTEC201	Use business software applications
FNSINC311	Work together in the financial services industry
Electives	
FNSFLT211	Develop and use a personal budget
FNSFLT213	Develop understanding of debt and consumer credit
FNSFLT215	Develop knowledge of the Australian financial system and markets
FNSFLT216	Develop understanding of taxation

## Future Employment

Financial services work can be used as a basis for careers in areas such as office management, marketing records management, project management, sales and human resources.

# CERTIFICATE II IN OUTDOOR RECREATION

## Description

This qualification provides the skills and knowledge for an individual to be competent in performing core skills in outdoor recreation environments and assisting with the conduct of a range of outdoor activities.

Work may be undertaken as part of a team and would be performed under supervision. Work would be undertaken in field locations such as camps or in indoor recreation centres or facilities, in differing environments such as water-based, dry land and mountainous terrains, using a diverse range of equipment.

## Completion

It is the aim to deliver the Certificate in 1 year. In order to complete the qualification students must demonstrate to a satisfactory standard all competencies within the package.

### Example of a typical Certificate II in Outdoor Recreation Qualification

Compulsory Core Units	
HLTWHS001	Participate in workplace health and safety
SISOFLD001	Assist in conducting recreation sessions
SISOFLD002	Minimise environmental impact
SISXIND002	Maintain sport, fitness and recreation industry knowledge
Electives	
SISOFLD006	Navigate in tracked environments
SISOCNE001	Paddle a craft using fundamental skills
SISOCYT004	Ride off road bicycles on easy trails
SISOSNK001	Snorkel
SISOBWG001	Bushwalk in tracked environments
HLTAID003	Provide first aid
SISXCAI001	Provide equipment for activities

## Future Employment

Opportunities and career pathways may exist in areas such as outdoor leadership, guiding activities and environmental interpretation, planning for future environments, managing facilities, eco-tourism, military service, outdoor education and the many yet to be developed outdoor industries.

## **FREQUENTLY ASKED QUESTIONS**

## FREQUENTLY ASKED QUESTIONS

**Q: I don't know what I want to be, how can I possibly choose courses?**

A: If you still do not know what you want to be when you come to selecting courses, go with your strengths and do the highest course of which you are capable. It is better to leave your options open.

**Q: What happens if I don't want to go to school in Year 11 & 12?**

A: Legislature states: All young people in Western Australia, in their 17<sup>th</sup> and 18<sup>th</sup> year, must be in education, training or employment. What this means is that you do not have the option of staying home. Neither are you allowed to leave school in order to look for employment or wait for a course to begin.

If traditional schooling is really not for you there are a number of things you can do (i.e. TAFE, apprenticeship, traineeship, employment etc). If you need help with any of your options, you can contact a Participation Coordinator at Peel-Fremantle Education Office

Note: If you leave school and go to a course provided by a community organisation, want to take up full-time employment or do a combination of school, training and/or employment then you need to submit a Notice of Arrangements through the school.

**Q: Will I be able to do a course if my marks in Year 10 don't match up to the prerequisites?**

A: The ability for a student to graduate is restricted if a course is chosen without meeting prerequisites. However, we will counsel you about the difficulty of the task before you and give our honest opinion on the likelihood of your success based on previous academic performance, application to study and our understanding of the complexity of the course.

**Q: Will I be able to change my mind about the courses I chose after I submit course selections?**

A: Yes. If it is before the year has begun and if there is room in the class, you wish to move into. Once the course has started it is more difficult to change.

**Q: If what I want to do doesn't fit on the gridlines, can they be changed?**

A: Gridlines are created based on student selections and College resources. You are welcome to make an enquiry and if there is a large number of students that wish to take a particular combination of courses and we have the staff available; we will look at the possibility of changing the lines.

**Q: I am used to a particular teacher. Can I request that they teach me again?**

A: No. We do not arrange classes based on student preferences for a particular teacher.

**Q: Can I repeat courses?**

A: No. Repeating a course is no longer an option from Year 11 to Year 12.

**Q: Can I have a 'Study Line'?**

A: This depends on what Year you are in and your circumstances.

- If you are involved in External VET, a student will be expected to reduce their course load.
- If you are in Year 12 and you are doing at least four courses with a final exam, you may choose to take a Study Line. You will be required to either sit at the back of an existing classroom or in a room monitored by a teacher and silently study. This can be of great benefit if used wisely.

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## FREQUENTLY ASKED QUESTIONS

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There are a few (extremely rare) exceptions to this rule and we look at each case individually. In the past we have accommodated students with a long-term illness that necessitated a hospital stay and a member of a National sporting team with a large time commitment to training. If you are unsure, feel free to contact the College.

**Q: I'm struggling with my courses what can I do?**

A: Make sure you complete your class work and homework tasks and review your solutions. If you do not understand where you went wrong, tell your teacher so that he/she can work with you to clarify any problems.  
Go to the scheduled tutoring for that course.  
If you need help with organisation and/or study, see your Head of Year and they will organise a teacher mentor to help you.

**Q: I've chosen badly, the course is too hard - I need to get out.**

A: This happens and it is still possible to change your course, but only if you do it early. All courses require all assessments to be completed, any course change will require students to catch up any work missed. There are some opportunities for Year 11 students to change courses at the semester break, usually after the mid-year examinations. At the commencement of each year we advertise the last date for changing courses.

**Q: The change date has passed but now I want to change a course. Can I?**

A: In Year 11, not until the commencement of the next unit and even then, only if there is room in the class. In Year 12 all courses are finalised before the end of Term 1 and students cannot change after this date.

**Q: We have secured a really good price on a holiday and wish to leave early/return later than the term holidays.**

A: The College strongly recommends that you do not withdraw your child from scheduled classes for holidays under any circumstances. Time missed from direct teaching has proven to be detrimental to your child's educational success. It is important that students be given the greatest opportunity for success. Students missing from class may be awarded a zero for non-completion or late completion of assessments.

**Q: Can I have flexitime built into my schedule?**

A: No, except in cases of extreme circumstances which will need to be discussed with the Deputy Principal: Curriculum or the Principal.

**Q: Are Physical Education and Christian Education really necessary when I could be studying in the Research & Study Centre?**

A: Yes. When you enrolled at the College you agreed to undertake the breadth of the educational experience. Physical Education is a complement to your academic pursuits. It is an expectation that every child participates.

**Q: Is there any support offered to students about the use of AI?**

A: Yes. During a study period, the RASC Teacher Librarians will guide students through best study practices. This foundational knowledge should set them up well for managing their workload effectively.

After the session, students will complete three academic integrity modules, which include:

- Short videos and quizzes.
- A requirement to score 100% on all three quizzes.
- Content covering academic honesty, responsibility, and the role of Generative AI, mirroring university-level standards.

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