Australian Islamic College (Kewdale)

AUSTRALIAN
ISLAMIC COLLEGE

Curriculum Handbook

Year 11-12

2021

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GENERAL INFORMATION 2021

Australian Islamic College offers a broad and engaging curriculum for year 11 and 12 students. We encourage our students to choose a balanced selection of courses that will enable them to optimise their learning and satisfy their interests. This handbook describes the courses that the College may offer to year 11 students in 2020, subject to adequate demand.

During year 10, you will have acquired information about the post-school courses that you could study in order to achieve tertiary qualifications in the career or field of work you are interested in pursuing. You must now look at the courses that you will need to study in years 11 and 12 in order to meet the pre-requisite requirements for the course or field of work.

Your selection needs to also take into account the requirements for achieving the Western Australian Certificate of Education (WACE). The Career Counsellors and your teachers' advice play a part in your selection and you must closely follow the course recommendations.

We offer two pathways for our students based on their achievements in year 10. ATAR and non-ATAR pathways are available to accommodate for the different learning needs of our students with both ATAR and General courses offered.

ATAR courses are recommended for students who intend to obtain an Australian Tertiary Entrance Rank (ATAR) in order to apply for direct university entrance after year 12. General courses are suitable for students who intend to apply to university via alternative entry or apply to state or private training providers to undertake an apprenticeship or to seek employment after leaving school. Students who intend to take an ATAR pathway must achieve a minimum 70 benchmark in English, HASS, Maths and Science.

Each course consists of two semester-long units. At the Australian Islamic College, it is a requirement that students undertake five courses in Year 11, including an endorsed program. In Year 12, students may undertake SIX or FIVE courses.

FEATURES OF THE CURRICULUM

A full range of subjects covering the eight Learning Areas is offered:

- The Arts
- English
- Health and Physical Education
- Languages
- Mathematics
- Science
- Humanities & social science
- Technology and Enterprise

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

The Western Australian Certificate of Education (WACE) is the certificate that students in Western Australia receive on successful completion of their senior secondary education. It is recognised nationally in the Australian Qualifications Framework (AQF), by universities and other tertiary institutions, industry and training providers.

While students typically complete a WACE in their final two years of senior secondary school, there is no specified time limit for completion. Study towards achievement of the WACE can be undertaken over a lifetime. It should be noted that the WACE requirements may change over time and students studying towards the achievement of the WACE after they leave school will be required to meet the WACE requirements current at the time of the completion of their studies.

THE WESTERN AUSTRALIAN STATEMENT OF STUDENT ACHIEVEMENT (WASSA)

The Western Australian Statement of Student Achievement (WASSA) is issued to all Year 12 students at the completion of their secondary schooling. The WASSA provides a formal record of what students leaving in Year 12 have achieved as a result of their school education in Western Australia.

Overview of Courses

For ATAR, General and Foundation courses:

• Units 1 and 2 are typically studied in Year 11 and reported to the Authority as a pair, but where a single unit is studied it is reported separately

• Units 3 and 4 are typically studied in Year 12 and must be studied and reported to the Authority as a pair • Units 1 and 2 cannot be studied after a student has completed Units 3 and 4.

Breadth and Depth

Students must:

- Complete a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. This requirement must include at least:
- a minimum of ten Year 12 units, or the equivalent
- four units from an English learning area course, post-Year 10, including at least one pair of Year 12 units from an English learning area course
- One pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology).

WACE Achievement Requirement

Students must:

• demonstrate a minimum standard of literacy and a minimum standard of numeracy

• complete a minimum of 20 units, or equivalents

• complete at least four Year 12 ATAR courses* or complete five General courses.

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

Unit equivalence can be obtained through VET programs or successful completion of Endorsed programs. The maximum unit equivalence available through these programs is eight units – four Year 11 units and four Year 12 units.

LITERACY AND NUMERACY STANDARD

Students must demonstrate the WACE literacy standard and WACE numeracy standard.

There are two parts to demonstrating competence in literacy and numeracy.

- Complete two Year 11 English units and a pair of Year 12 English units.
- Achieve minimum standard for literacy and numeracy, which is based on skills regarded as essential for individuals to meet the demands of everyday life and work.

For the WACE literacy standard, students must demonstrate the minimum standard of literacy by achieving Band 8 or higher in the reading and writing tests of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN) or by successfully completing the reading and writing components of the Authority's Online Literacy and Numeracy Assessment (OLNA).

For the WACE numeracy standard, students must achieve either Band 8 or higher in the numeracy test of

Year 9 NAPLAN or successfully complete the numeracy component of the OLNA.
Students who have not pre-qualified through NAPLAN, and who choose not to sit the OLNA, do not qualify for the WACE.
Students who have not pre-qualified in reading, writing or numeracy are required to sit the corresponding component/s of the OLNA in Semester 1 of Year 10. If students do not demonstrate the standard in Semester 1, then they must sit the component/s in Semester 2 of Year 10 and, if required, Semester 1 of Year 11.

Online Literacy & Numeracy Assessment (OLNA)

OLNA achievement is reported using one of the following three categories for each assessment.

Category 1: Not met he minimum standard and have been identified as a risk of not meeting the minimum standard. If a student has received a Category 1 for reading, writing or numeracy will

Be offered Foundation English and/or Foundation Mathematics courses as designed to support students to achieve minimum standard.

Category 2: Students who have not yet demonstrated the minimum standard but through

Completion of General or ATAR courses are likely to achieve this standard before the end of Year 12. They will be offered ATAR or General courses based on their school performance.

Category 3: Students who have demonstrated the minimum standard, either through OLNA or by prequalifying through Year 9 NAPLAN. They will be offered ATAR or General courses based on their school performance and not eligible to enrol in Foundation courses.

English Language Competency for University Entry

English language competency for University entry is based on school moderated marks by the SCSA and students must achieve a scaled mark of 50% to achieve English competency accepted by Universities.

TYPES OF COURSES

1. **ATAR course units** for students who are aiming to enrol in a university course direct from school. These courses will be examined by the Authority and contribute to the achievement of an Australian Tertiary Admission Rank (ATAR).

2. **General course units** for students who are aiming to enter further training or the workforce directly from school. These courses will not be examined by the Authority

3. **Foundation course units** for those who need additional help in demonstrating the minimum standard of literacy and numeracy.

4. **Vocational Education and Training industry specific (VETis) courses** for students who are aiming to enter further training or the workforce directly from school. VETis courses have been developed in close consultation with WA Industry Training Councils and include a full, nationally recognized qualification and mandatory industry-related workplace learning.

5. **Preliminary course units** for those who may need modification to the curriculum to meet their special needs. Preliminary courses do not contribute to the achievement of a WACE.

6. **Endorsed programs** are a significant learning program that has been developed for year 11 and 12 senior secondary students. They are developed by the school and endorsed by the School Curriculum Authority and contribute to the achievement of WACE.

How to Use This Book

This book presents a summary of the courses available at the Australian Islamic College and other vital information necessary to make good choices. It does not stand alone. Advice and information is available from

- **Deputy Principal**- Mrs Rana Al-Baghdadi
- **Career Counsellors**- Mr Tengku Shah
- **Career Counsellor**- Mrs Kholoud Swayd
- **Career Counsellor** – Mrs Rahat Rizvi

It is very important when selecting courses that attention is paid to minimum entry requirements. It may not be possible to timetable some courses if they are chosen by a very small number of students and certain combinations may not be available where particular courses are timetabled to run at the same time.

A graphic Study Options Table for course selection possibilities for WACE achievement in 2021.

Study options – WACE 2021

Year of Study	ATAR	General	Foundation	Cert II + (unit equiv)	Endorsed (unit equiv)	Unit total (inc. equiv)	ATAR Eligible	WACE Eligible
11	6	-	-	-	-	12	Y	Y
12	6	-	-	-	-	12		
11	4	2	-	-	-	12	Y	Y
12	4	1	-	-	1	11		
11	3	1	-	-	2	10	Y	Y
12	4	2	-	-	-	12		
11	2	3	-	-	-	10	N	Y
12	1	4	-	-	1	11		
11	-	5	-	-	1	11	N	Y
12	-	5	-	-	1	11		
11	-	4	2	-	-	12	N	N*
12	-	3	2	-	-	10		
11	-	2	2	2	1	11	N	Y
12	-	2	1	2	-	10		
11	1	2	-	4	-	10	N	Y
12	1	2	-	4	-	10		

Note

*Requires Certificate II

Calculation of an ATAR may be affected by conditions set by TISC (see Undergraduate Admission Requirements for School Leavers on the TISC website: http://www.tisc.edu.au/static/guide/admission-req-sleaver.tisc).

How Many Subjects Must I Choose?

Students have two pathways to choose from:

ATAR non-ATAR

You must **choose six Courses** or certificates to study from any number of Learning Areas.

All students must include a course of English i.e.: one of the following:

- English General [non-ATAR] OR
- English ATAR [ATAR pathway] OR
- ELD ATAR – check eligibility with the English HOLA, Mrs Kholoud Swayd

Religion and Islam

All students in Year 11 will study the school developed and Curriculum approved Endorsed program Applied Islam – AIS1

The curriculum is designed internally for our students at the Australian Islamic College. Students will have the opportunity to explore philosophical, ethical and religious issues from an objective point of view through discussion, research and an open mind. Classes will provide opportunity for open debate as well as personal individual reflection. A component of each class will be participate actively, engage and reflect on their purpose of life, their identity as young Muslims in the Australian context.

Students must also choose four other courses – At least one course from **List A** and **B** as highlighted in the table on page 8 below.

It is also strongly advised that all students also choose to study WACE Courses in Mathematics.

COURSE OFFERING YEAR 11-12 - 2021

	LIST A	LIST B	Vocational Education - Training certificates & Endorsed Programs
ATAR	**ARA** Arabic **BME** Business Management and Enterprise **ECO** Economics **ENG** English **ELD** English as an Additional Language **HEA** Health Studies **HIM** Modern History **PAL** Politics and Law **VAR** Visual Arts	**ACF** Accounting and Finance **AIT** Applied Information Technology **CHE** Chemistry **COS** Computer Science **HBY** Human Biology **MAA** Maths Applications **MAM** Maths Methods **MAS** Maths Specialist **PHY** Physics	**VEVBFB** Business – Certificate II **VEVSRS** Sport and Recreation – Certificate II **SAI1** - Applied Islam Program **PPR1-** Police Rangers Program
GENERAL	**BME** Business Management and Enterprise **CAE** Career & Enterprise **ENG** English **HEA** Health Studies **VAR** Visual Arts	**AIT** Applied Information Technology **CHE** Chemistry **HBY** Human Biology **MAE** Maths Essentials **MTD** Materials Design & Technical-Textile **PES** Physical Education Studies	

- All courses are subject to student numbers, with a minimum of 10 student enrolment required for year 11 and 12.
- Not all course combinations are possible.

REQUIREMENTS FOR DIRECT UNIVERSITY ADMISSION

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

1. Meet the requirements for the Western Australian Certificate of Education (WACE)
2. Obtain a sufficiently high ATAR (70-80) to qualify for entry to a particular university and/or course
3. Satisfy any prerequisites or special requirements for entry to particular courses
4. Achieve competence in English as prescribed by the individual universities

English Competence

Curtin University of Technology Murdoch University The University of Western Australia Notre Dame University

• You must achieve a scaled mark of at least 50.

Edith Cowan University

• You must achieve a scaled mark of at least 50 or a letter grade of A, B or C in units 3 and 4 studied in Year 12.

If English Language competence is not met, the universities do offer concessions. These are outlined in the booklet, University Admission 2020: Admission Requirements for School Leavers.

Australian Tertiary Admission Rank (ATAR)

The Australian Tertiary Admission Rank is the basis of admission to most university courses. You are ranked in order of merit based on your ATAR.

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

The ATAR is calculated using scaled scores in ATAR courses.

Calculation Of The Tertiary Entrance Aggregate

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

The TEA will be calculated by adding a student's best four final scaled scores plus 10% of any language or Mathematics bonus. (See Appendix at end of this document).

- For all universities, you may accumulate scaled scores which contribute to your ATAR over five consecutive years, with no course counting more than once.
- No more than two mathematics scaled scores can be used in the calculation of an ATAR.
- There are unacceptable course combinations whereby scores in both courses cannot both be used (see 'Unacceptable Course Combinations' in the booklet, University Admission 2020: Admission Requirements for School Leavers'). It may be possible to study 'unacceptable course combinations' such as English and Literature, for example, but the result in only one – the higher result – may be used to calculate your ATAR.
- A Languages Bonus of 10% of a Languages scaled score is added to the aggregate of the best four scaled scores, subject to no Languages scaled score earlier than 2012 being used. You receive the Languages Bonus irrespective of whether your Languages course was counted as one of the best four.
- From 2017 10% of the final scaled score/s in Mathematics Methods and Mathematics Specialist and Arabic will be added to the Tertiary Entrance Aggregate, from which the Australian Tertiary Admission Rank (ATAR) is derived. The bonus does not apply to Mathematics Applications.
- In calculating the scaled score, equal weight is given to the final school mark and the final examination mark (50:50).

ALTERNATIVE ADMISSION PATHWAYS

Curtin University- Unready enabling programs

- A free program for a non-ATAR pathway students and for those who do not meet the entry requirements for Curtin University. This is a semester long course for students to undertake units required for admission.
- Bridging courses
- Portfolio entry
- STAT, mature age TEA

- Complete an appropriate VET qualification (certificate, diploma and advanced diploma) (conditions apply) www.curtin.edu.au

Edith Cowan University (ECU)- University preparation course

- Portfolio entry
- Indigenous University Orientation course
- Cert III, IV, diploma or advanced diploma qualification

www.ecu.edu.au

Murdoch University - On-Track Preparation Course

A free 14-week program for students who have had a major disruption of studies.

- Entry Award – guaranteed admission for selected students.
- Murdoch ATAR rise
- Media Portfolio Entry – to gain entry to certain media and art courses.
- Completion of Cert IV – eligible for entry to most courses; diploma or advanced diploma can may make up to one or two years' advanced standing.

www.choose.murdoch.edu.au

The University of Western Australia ((UWA) - Uway/Fairway

- Entry for students whose academic achievement has been adversely affected by certain disadvantages to be considered for admission
- Broad way – ATAR adjustment to gain entry for Broadway identified WA schools.
- Mature age/STAT entry – applicable to students over 20 years of age or over.

www.admissions.uwa.edu.au

Notre Dame University

Applications to Notre Dame University are made directly to the university and not through TISC. The website address for the university is: www.nd.edu.au

TAFE entrance

TAFE has recently changed many of its courses in order to bring them in line with the Australian Qualifications Framework (AQF) which establishes standard titles and levels for courses across Australia.

Under the AQF the awards are:

Certificate I, II, III and IV, Diploma, Advanced Diploma

Certificates I to IV may vary in length and represent an increasing degree of skill levels from I to IV, Students leaving school before completing Year 12 are eligible to apply for these. Diploma and Advanced Diploma courses are at higher levels and normally require

Secondary Graduation and completion of Year 12 to be competitive applicants.

Entrance Requirements

You must check the entrance requirements of each course for which you intend applying. There are minimum requirements for all courses and you are directed to the 'TAFE Full-time Studies Handbook'. For this information, you should visit the TRAININGWA website.

Typically, entrance requirements are either a lower level qualification, e.g. to enrol in a Certificate IV you need a Certificate III, or satisfactory communication and maths skills which will be rated as basic, developed, well developed or highly developed.

ASSESSMENT AND GRADING POLICIES

A full explanation of the processes, practices and procedures accompanying all aspects of assessment and grading at the Australian Islamic College can be found in the Assessment and Reporting Policy on the Senior Secondary Curriculum page of the College's website and portal.

CAREERS AND EDUCATION SITES

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

- Apprenticeships and Traineeships www.trainingwa.wa.gov.au
- Australian Defence Force Academy www.defencejobs.gov.au
- Australia wide job search www.jobsearch.gov.au
- Career, employment, training information in WA www.trainingwa.wa.gov.au
- Career research www.careersonline.com.au
- Curtin University of Technology www.curtin.edu.au
- Edith Cowan University www.ecu.edu.au
- Murdoch University www.murdoch.edu.au
- My Future www.myfuture.edu.au
- Training WA course information www.trainingwa.wa.gov.au
- Tertiary Institutions Services Centre www.tisc.edu.au
- University of Notre Dame Australia www.nd.edu.au
- University of Western Australia www.studyat.uwa.edu.au
- Vacancies Australia wide www.seek.com.au
- Western Australian Government www.wa.gov.au/governmentservices/educationtraining

Advice and further Information:

Making plans for the next few years will help you to achieve what you want to do. Students who look ahead and think about what jobs or courses of study will best suit their interest, ability and personality will be more content and possibly more motivated in their studies. Do not limit your interest to one choice; have different possibilities in mind and obtain information about them all.

The School as a Resource

The College receives up to date information from the various Tertiary Institutions, TAFE Colleges and other centres and services that offer training and employment to young school leavers. All relevant information, together with numerous brochures, can be accessed in the College Library.

The Careers section of the Library also contains duplicate copies of most brochures and booklets related to training, careers and further studies. An Internet page containing a range of excellent links to career related sites can be found on the school web site.

All Year 10 and 11 students undertake a series of seminars during which they explore all aspects related to their future vocations including TAFE and University entrance and subject selections for Year11 and 12.

The Deputy Principal is available by appointment to provide advice on careers and subject selection to parents and/or students.

Career Counsellors

1. **Mr Tengku Shah**
2. **Mrs Kholoud Swayd**
3. **Mrs Rahat Rizvi**

Deputy Principal

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LIST A - COURSES

Business Management and Enterprise ATAR

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.

The Business Management and Enterprise ATAR 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.

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

Outcome 1 – Business concepts

Outcome 2 – Business in society

Outcome 3 – Innovation and operations

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Semester 1 - 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.

Semester 2 - Unit 2

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

Assessment table

Type of assessment	Weight
Business research Students plan and conduct research relevant to business activity and make recommendations regarding feasibility and/or implementation. Research can result in a business report, such as, a management report or a business plan or sections of these documents. The format can be written, oral or multimedia. Students can work individually and/or in groups. In addition to the final presentation, other evidence of research can include an in-class validation essay, teacher observation records, survey data, learning journals, reference lists, project plans and/or draft notes.	40%
Response Students analyse a business situation and/or issue. Typically this requires response to one or more stimuli, such as a case study, a scenario and/or statistical data. Students can be required to respond to short answer and/or extended answer questions.	30%
Examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.	30%

Business Management and Enterprise General

The Business Management and Enterprise General 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.

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

Outcome 1 – Business concepts
Outcome 2 – Business in society
Outcome 3 – Innovation and operations

Unit 1
The focus of this unit is on establishing a small business in Australia.
Unit 2
The focus of this unit is on operating a small business in Australia.
Assessment table

Type of assessment	Weight
Business Research Students plan and conduct research relevant to business activity and make recommendations as to feasibility and/or implementation. Research may result in a business report, such as a management report or a business plan or sections of these. The format can be written, oral or multimedia. In addition to the final presentation, other evidence of research can include: teacher observation records, survey data, learning journals, reference lists, project plans and/or draft notes.	40%
Response Students analyse business situations and/or issues. Formats can include: written or oral response to scenarios, case studies, preparation of recommendations, reports, or any other form that demonstrate critical analysis and preparation of business information. Students can be required to respond to multiple choice, short answer and/or extended answer questions under test conditions. This can include school examinations.	60%

Careers and Enterprise General

The Career and Enterprise General course engages students in learning about developing their career in a constantly changing digital and globalised world. Careers are now considered to be about work, learning and life. Individuals need to be proactive, enterprising career managers who engage in lifelong learning.

The Career and Enterprise General course aims to provide students with the knowledge, skills and understanding to enable them to be enterprising and to proactively manage their own careers.

Outcome 1 – Career and enterprise concepts
Outcome 2 – Career and enterprise investigations
Outcome 3 – Career development in a changing world
Outcome 4 – Being enterprising

Unit 1
This unit enables students to increase their knowledge of work and career choices and identify a network of people and organisations that can help with school to work transitions.
Unit 2
This unit explores the attributes and skills necessary for employment and provides students with the opportunity to identify their personal strengths and interests and the impact of these on career development opportunities and decisions.

Assessment table

Type of assessment	Weight
Investigation Students plan, conduct and communicate the findings of an investigation relating to the unit content. Formats can include: a written report, an oral or multimedia presentation, a portfolio, or a combination of these.	30%
Production/performance Tasks can include: a written report, an oral or multimedia presentation, observation checklists, mock job applications, mock job interviews and/or self or peer evaluation tools.	60%

Individual pathway plan/career portfolio Students are required to develop an individual pathway plan (IPP) in Unit 1 and develop a career portfolio in Unit 2. These documents can include: • a resume • evidence of skills and experiences • evidence of work history • goals.	20%
Response Questions can require students to respond to short answer questions and/or extended answer questions. Questions can require students to respond to stimulus materials including: extracts from documents, articles, journals or texts; cartoons; graphs; case studies; and/or guest speakers. Short answer formats can include: • closed questions, to which there is a limited response or a precise answer • open questions that require a paragraph response • completion of retrieval charts and/or structured overview templates. Extended answer questions can be scaffolded. Tasks typically consist of a combination of multiple choice questions and questions requiring short and/or extended answers. Typically these tasks are administered under test conditions.	20%

Economics ATAR

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. Economics develops the knowledge, reasoning and interpretation skills that form an important component of understanding individual, business and government behaviour at the local, national and global levels.

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.

The Economics ATAR course develops reasoning, logical thinking and interpretation skills demanded by the world of work, business and government. These skills relate to a variety of qualifications in vocational, technical and university education contexts. The learning experiences available through studying this course explore the knowledge, values and opinions which surround the complex range of economic events and issues facing our community, such as unemployment, income distribution, business strategy and international relations.

Outcome 1 – Economic inquiry
Outcome 2 – The operation of the economy
Outcome 3 – Economic policy and action

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Semester 1 - Unit 1 Microeconomics
Semester 2 -Unit 2 Macroeconomics
Assessment table

Type of assessment	Weight
Data interpretation/Short answer An answer of less than 150 words that can include discuss, explain or analyse an economic concept, event or issue. Formats can include: multiple-choice questions, calculations and/or short answer questions that can require a definition, description, explanation or application of economic concepts, theories and/or models. Typically questions require students to interpret real or hypothetical economic data or information, such as graphs, tables, text or cartoons. Typically tasks are a combination of these formats. At least two data interpretation/short answer tasks should be administered under test conditions.	30%
Extended answer The question can require a description, discussion, explanation and/or analysis of an economic concept, event or issue, and the application of economic theories and/or models. The question can include stimulus material. Formats can include: an essay, a sectionalised long answer, an investigation and/or a response to a scenario or a case study. At least two extended answer tasks should be administered under test conditions.	40%
Examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.	30%

English ATAR

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.

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

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

Semester 1 - 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.

Semester 2 - 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

Assessment table

Type of assessment	Weight
Responding Types of assessment will involve tasks in which students comprehend, engage with, interpret, analyse, compare, contrast, reflect on, appreciate and evaluate a range of texts and text forms for a variety of purposes and audiences. Students can respond in a range of text forms including fiction and non-fiction, media texts, multimodal and digital texts	35-40%
Creating Students create sustained imaginative, interpretive and persuasive texts in a range of modes for a variety of purposes and audiences. Students can create a range of text forms including fiction and non-fiction, media texts, multimodal and digital texts	35-40%
Examination The examination assesses work covered in the unit(s) completed, using questions requiring responses to texts and the creation of texts. The examination is typically conducted at the end of the semester and/or unit and reflects the examination design brief for this syllabus. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the English ATAR Year 12 syllabus for this course.	20-30%

English General

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The 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.

The course develops students' language, literacy and literary skills to enable them to communicate successfully both orally and in writing and to enjoy and value using language for both imaginative and practical purposes.

Semester 1 - Unit 1

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

Semester 2 - Unit 2

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

Assessment table

Type of assessment	Weight
Responding Types of assessment will involve tasks in which students comprehend, engage with, interpret, analyse, compare, contrast, reflect on, appreciate and evaluate a range of texts and text forms for a variety of purposes and audiences. Students can respond in a range of text forms, including fiction and non-fiction, media texts, multimodal and digital texts.	40-60%
Creating Students create sustained imaginative, interpretive and persuasive texts in a range of modes for a variety of purposes and audiences. Students can create a range of text forms, including fiction and non-fiction, media texts, multimodal and digital texts.	40-60%

English as an Additional Language/Dialect ATAR

The English as an Additional Language or Dialect (EAL/D) 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.

Semester 1 - Unit 1

Unit 1 focuses on investigating how language and culture are interrelated and expressed in a range of contexts.

Semester 2 - Unit 2

Unit 2 focuses on analysing and evaluating perspectives and attitudes presented in texts and creating extended texts for a range of contexts.

Assessment table

Type of assessment	Weight
Investigation Research using a range of texts: framing of questions, planning, locating sources, identifying information, assessing relevance, note-taking, interacting with others, synthesising, evaluating and reflecting Presentation of findings in written, oral or multimedia form, using appropriate convention	15-25%
Response Comprehension, analysis and evaluation of a range of texts Presentation of responses in written, oral or multimedia form, using conventions appropriate to context	15-25%
Production (written) Production of reports, articles, letters, reviews, web-based texts, formal essays, narratives, scripts, poetry, speech texts, multimedia presentations	15-25%
Production (oral) Participation in and/or production of group discussions, panel discussions, interviews, debates, conversations, drama, tutorials, speeches	15-25%
Written examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the Year 12 ATAR syllabus for this course.	15%
Practical (oral) examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.	5%

Health Studies

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

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

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

Outcome 1 – Knowledge & Understandings
Outcome 2 – Beliefs, attitudes & value
Outcome 3 – Self Management & interpersonal skills
Outcome 4 – Health inquiry

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Semester 1 - Unit 1
This unit focuses on the health of individuals and communities. Students learn about health determinants and their impact on health.

Semester 2 - 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.

Assessment table

Type of assessment	Weight
Inquiry Students plan, conduct and communicate the findings of a health inquiry. Evidence can include: oral and/or written reports, posters and/or wall charts, websites, PowerPoint presentations, debates, articles for publication, and/or any combination of these.	20%
Project Students explore ideas and manage the components of the task. Evidence can include: reports, displays, health fairs/expos, demonstrations, campaigns, merchandise (production or design), pamphlets, brochures, fact sheets, newsletters, web pages and/or any combination of these.	30%
Response Students apply knowledge and skills to analyse and respond to stimuli or prompts that can include: scenarios, diagrams, graphs, tables, media excerpts/scripts, photos and/or health promotion resources. Evidence can include: tests, in-class essays and/or responses to a specific stimulus	20%
Examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.	30%

Health Studies - General

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

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

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

Outcome 1 – Knowledge and understandings
Outcome 2 – Beliefs, attitudes and values
Outcome 3 – Self-management and interpersonal skills
Outcome 4 – Health inquiry

Assessment table

Type of assessment	Weight
Inquiry Students plan, conduct and communicate the findings of a health inquiry. Evidence can include: oral and/or written reports, posters or wall charts, websites, PowerPoint presentations, debates, articles for publication, and/or any combination of these.	20%
Project Students explore ideas and manage the components of the task. Evidence can include: reports, displays, health fairs/expos, demonstrations, campaigns, merchandise (production or design), pamphlets, brochures, fact sheets, newsletters, web pages, and/or any combination of these.	50%
Response Students apply knowledge and skills to analyse and respond to stimuli or prompts that can include: scenarios, diagrams, graphs, tables, media excerpts/scripts, photos and/or health promotion resources. Evidence can include: tests, in-class essays and/or responses to a specific stimulus.	20%

Modern History:

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.

Students are introduced to the complexities associated with the changing nature of evidence, its expanding quantity, range and form; the distinctive characteristics of modern historical representation; and the skills that are required to investigate controversial issues that have a powerful contemporary resonance. Students develop increasingly sophisticated historiographical skills and historical understanding in their analysis of significant events and close study of the nature of modern societies.

Unit 1 – Understanding the modern world
Unit 2 – Movements for change in the 20th century

Assessment table

Type of assessment	Weight
Historical inquiry Students use the relevant historical skills to plan, conduct and communicate an inquiry related to the elective they are studying. The inquiry proposition is devised by the teacher or the student. The final presentation can be: a written report; an analysis of the sources used in the inquiry; a debate; a hypothetical; an oral presentation and/or a multimodal presentation which can be presented individually or in a group. Typically one historical inquiry is completed for each unit.	20%
Explanation A response in the form of an essay (which can be scaffolded) or a sectionalised answer for one or more closed or open questions or for a topic. The question can require students to respond to propositions or points of debate; explanations or evaluations of historical evidence; and interpretations and/or representations. At least two explanation tasks must be administered under test conditions.	20 - 30%
Source analysis A number of sources are interpreted, analysed, evaluated and/or synthesised. Questions typically require students to use evidence from the sources when commenting on: message; origin, purpose and context; reliability, usefulness and contestability of the evidence; perspective; and relevance to the context. The teacher can select the sources and provide the questions or a student (or group of students) can select a range of sources to respond to questions provided by the teacher. Source materials can include: photographs, cartoons, paintings, graphs, government papers, extracts from newspaper articles, letters, diaries, literary sources, and/or secondary sources. At least two source analysis tasks must be administered under test conditions.	20 - 30%
Examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.	30%

Politics and Law:

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.

The study of the Politics and Law ATAR course can be a valuable background to careers in law, political advocacy, public administration, international relations, foreign affairs, community development, teaching, journalism, human resource management, government and commerce.

Outcome 1 – Political and legal inquiry
Outcome 2 – Political and legal systems
Outcome 3 – Stability and change in political and legal systems
Outcome 4 – Citizenship in political and legal systems

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1 – Democracy and the rule of law
Unit 2 – Representation and justice

Assessment table

Type of assessment	Weight
Investigation Students use the relevant historical skills to plan, conduct and communicate an inquiry related to the elective they are studying. The inquiry proposition is devised by the teacher or the student. The final presentation can be: a written report; an analysis of the sources used in the inquiry; a debate; a hypothetical; an oral presentation and/or a multimodal presentation which can be presented individually or in a group. Typically one historical inquiry is completed for each unit.	10%
Short Answer Typically a series of closed or partially open questions that can require a definition, description, explanation, discussion and/or comparison. At least two short answer tasks should be completed under test conditions.	20%
Essay Typically require a response to a question, statement or proposition. The question can require description, discussion, examination, comparison, assessment, analysis and/or evaluation. At least two essay tasks should be completed under test conditions.	20%
Source analysis Students respond to questions based on one or more sources. Source material can be drawn from newspapers, television or radio broadcasts, journal articles, texts, speeches, court judgements or statutes and can include information, such as reportage, analysis, opinion pieces, news, current affairs and documentary transcripts, opinion polls, election results, legal decisions and Bills/Acts and/or letters. Questions can require both short and longer written responses. At least two source analysis tasks should be completed under test conditions.	20 %
Examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.	30%

Visual Arts ATAR:

The Visual Arts ATAR course encompasses the practice and theory of the broad areas of art, craft and design. Students have opportunities to express their imagination, develop personal imagery, develop skills and engage in the making and presentation of artwork. They develop aesthetic understandings and a critical awareness that assists them to appreciate and make informed evaluations of art.

This course places value on divergence, uniqueness and individuality. It assists students to value and develop confidence in their own creative abilities and to develop a greater understanding of their environment, community and culture. The Visual Arts ATAR course engages students in a process that helps them develop motivation, self-esteem, discipline, collaborative practice and resilience, all of which are essential life skills. Enterprise and initiative are recognised and encouraged.

The Visual Arts ATAR course aims to enable students to make connections to relevant fields of study and to more generally prepare them for creative thinking and problem solving in future work and life. It aims to contribute to a sense of enjoyment, engagement and fulfilment in their everyday lives, as well as to promote an appreciation for the environment and ecological sustainability.

The Visual Arts ATAR course is designed to facilitate achievement of the following outcomes:
Outcome 1 – Visual arts ideas
Outcome 2 – Visual arts skills, techniques and processes
Outcome 3 – Responses to visual arts
Outcome 4 – Visual arts in society

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.
Unit 1 – Differences
Unit 2 – Identities

Assessment table

Type of assessment	Weight
Production A body of work that incorporates resolved artwork and documentation of thinking and working practices. This typically involves: • investigative approaches, including drawing to create artwork (inquiry) • using elements and principles of art (visual language) • using sources of information and research (visual influence) • transforming and developing artwork (art forms, media and techniques) • producing artwork (art practice) • displaying artwork (presentation) • evaluating and refining thinking and working practices (reflection).	50%
Analysis Response to analysis and evaluation of artwork sourced from a variety of forms, periods, times and/or cultures. This typically involves: • identifying and describing the elements and principles of art • interpretation of meanings • commenting on the relationship between the art form's structure, purpose, ideas, issues, beliefs, attitudes, emotions and/or values	15%
Investigation Case studies involving research and visual analysis focused on Australian and/or international visual arts practice. Visual arts practice should be examined with consideration of context, such as historical, social and cultural factors which influence production and interpretation.	15%
Examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course. This includes: • visual analysis • personal response • interpretation and discussion of meaning and purpose • interpretation and discussion of historical, social and cultural context(s) • unseen images • short, medium, and extended (essay) types and can • occur in-class and/or formal examination settings • include written, oral or creative responses • include response to an image, prompt or quote.	20 %

Visual Arts GENERAL:

The Visual Arts General course encompasses the practice and theory of the broad areas of art, craft and design. Students have opportunities to express their imagination and develop personal imagery, skills and engage in the making and presentation of artworks. They develop aesthetic understandings and a critical awareness that assists them to appreciate, and make, informed evaluations of art.

The Visual Arts General course aims to enable students to make connections to relevant fields of study and to more generally prepare them for creative thinking and problem-solving in future work and life. It aims to contribute to a sense of enjoyment, engagement and fulfilment in their everyday lives, as well as to promote an appreciation for the environment and ecological sustainability.

The Visual Arts General course is designed to facilitate achievement of the following outcomes:
Outcome 1 – Visual arts ideas
Outcome 2 – Visual arts skills, techniques and processes
Outcome 3 – Responses to visual arts
Outcome 4 – Visual arts in society

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.
Unit 1 – Experiences
Unit 2 – Explorations

Assessment table

Type of assessment	Weight
Production A body of work that incorporates resolved artwork(s) and documentation of thinking and working practices. This typically involves: • investigative approaches, including drawing to create artworks (inquiry) • using elements and principles of art (visual language) • using sources of information and research (visual influence) • transforming and developing artworks (art forms, media and techniques) • producing artworks (art practice) • displaying artworks (presentation) • evaluating and refining production processes (reflection).	70%
Analysis Response to, analysis and evaluation of artworks sourced from a variety of forms, periods, times and/or cultures. This typically involves: • interpretation of meanings • identifying the visual language (elements and principles of art) used by the artist • commenting on the relationship between the art form's structure, purpose, ideas, issues, beliefs, attitudes, emotions and/or values.	15%
Investigation Case studies involving research and visual analysis focused on Australian and/or international visual arts practice. Visual arts practice should be examined with consideration of historical, cultural and contextual factors influencing production and interpretation.	15%

LIST B - COURSES

Accounting and Finance ATAR:

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.

Financial literacy gives individuals the ability to make sound financial judgements. In an age when many business practices and ethical standards are being questioned, awareness of the ways financial practices impact on their lives helps students take responsibility for their own financial commitments. It gives them the problem-solving skills to operate at many levels of financial decision making.

The Accounting and Finance ATAR course is designed to facilitate achievement of the following outcomes.
Outcome 1 – Financial conceptual understanding
Outcome 2 – Factors influencing financial decisions
Outcome 3 – Financial systems
Outcome 4 – Analysis and interpretation of financial information

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.
Unit 1: The focus for this unit is on double entry accounting for small businesses.
Unit 2: The focus for this unit is on accrual accounting.

Assessment table

Type of assessment	Weight
Tests Students respond to stimuli, such as case studies, financial information and accounting scenarios. They calculate, record, report, analyse, interpret, problem solve and provide recommendations on financial and non-financial information. Formats can include: written or oral response to scenarios, case studies, preparation of financial statements, recommendations, reports or any other form that demonstrate critical analysis and preparation of accounting and finance information. Typically tasks involve a combination of theory and practical questions. Practical questions should represent 60–65% of the mark for tests.	50%
Project Students scrutinise accounting and finance issues; analyse, critique and interpret given situations; examine references and sources; make conclusions; and present the results of their open-ended or directed tasks. This can involve: researching accounting and finance data; investigating products/services within the accounting and finance area; responding to given scenarios. The project requires students to draw conclusions and make recommendations. Formats can include: scaffolded questions, formal reports, written presentations or multimedia presentations, or a combination of these. Students can work individually or in a group.	10%
Examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.	40%

AIT Applied Information Technology ATAR

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

Throughout the Applied Information Technology ATAR 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.

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 order to use them in a responsible and informed manner.

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

The Applied Information Technology ATAR course is designed to facilitate achievement of the following outcomes.
Outcome 1 – Design process
Outcome 2 – Understanding digital communication technologies
Outcome 3 – Impacts of technology

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.
Unit 1 – Media information and communication technologies
Unit 2 – Digital technologies in business

Assessment table

Type of assessment	Weight
Project Students research information technology based ideas and processes to create digital solutions. This involves the application of project management approaches/techniques to a design process. The project can require students to refer to stimulus material. Stimulus material can include: extracts from newspapers or journal articles; screen captures of online media; diagrams; multimedia and/or graphics; and/or a scenario.	40%
Short Answer Short answer questions typically require students to respond to specific questions and/or analyse digital technology products and/or trends. Formats can include multiple-choice, and open and closed questions that can be scaffolded or sectionalised. Scaffolded or sectionalised questions may increase in difficulty. Questions can require students to refer to stimulus material. Stimulus material can include: extracts from newspapers or journal articles; screen captures of online media; diagrams; multimedia and/or graphics; and/or a scenario.	15%
Extended Answer Extended answer questions can be scaffolded or sectionalised. Questions are connected by a theme, idea and/or concept. Questions can require students to refer to stimulus material and use interpretative skills, and/or the application of critical thinking and analysis. Stimulus material can include: extracts from newspapers or journal articles; screen captures of online media; diagrams; multimedia and/or graphics; and/or a scenario	15%
Examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.	30%

AIT Applied Information Technology GENERAL

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

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

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

Outcome 1 – Design process
Outcome 2 – Understanding digital communication technologies
Outcome 3 – Impacts of technology

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.
Unit 1 – Personal communication
Unit 2 – Working with others

Assessment table

Type of assessment	Weight
Project Students research information technology based ideas and processes to create digital solutions. This involves the application of project management approaches/techniques to a design process. The project can require students to refer to stimulus material. Stimulus material can include: extracts from newspapers or journal articles; screen captures of online media; diagrams; multimedia and/or graphics; and/or a scenario.	70%
Short Answer Short answer questions typically require students to respond to specific questions and/or analyse digital technology products and/or trends. Formats can include multiple-choice, and open and closed questions that can be scaffolded or sectionalised. Scaffolded or sectionalised questions may increase in difficulty. Questions can require students to refer to stimulus material. Stimulus material can include: extracts from newspapers or journal articles; screen captures of online media; diagrams; multimedia and/or graphics; and/or a scenario.	20%
Extended Answer Extended answer questions can be scaffolded or sectionalised. Questions are connected by a theme, idea and/or concept. Questions can require students to refer to stimulus material and use interpretative skills, and/or the application of critical thinking and analysis. Stimulus material can include: extracts from newspapers or journal articles; screen captures of online media; diagrams; multimedia and/or graphics; and/or a scenario	10%

Chemistry ATAR

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.

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.

Unit 1 – Chemical fundamentals: structure, properties and reactions
Unit 2 – Molecular interactions and reactions

Assessment table

Type of assessment	Weight
Science inquiry Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting data; and communicating findings. **Practical** Practical work can involve a range of activities, such as practical tests; modelling and simulations; qualitative and/or quantitative analysis of second-hand data; and brief summaries of practical activities. **Investigation** Investigations are more extensive activities, which can include experimental testing; chemical analyses; and comprehensive scientific reports. The assessed component of tasks of these types should be conducted in a supervised classroom setting. Students must complete at least one investigation in each unit.	25%
Extended Response Tasks requiring an extended response can involve selecting and integrating appropriate science concepts, models and theories to explain and predict phenomena, and applying those concepts, models and theories to new situations; interpreting scientific and media texts and evaluating processes, claims and conclusions by considering the quality of available evidence; and using reasoning to construct scientific arguments. Assessment can take the form of answers to specific questions based on individual research and interpretation and evaluation of chemical information in scientific journals, media texts and/or advertising. Appropriate strategies should be used to authenticate student achievement on an out-of-class assessment task. For example, research completed out of class can be authenticated using an in-class assessment task under test conditions.	10%
Test Tests are structured tasks designed so that students can apply their understanding and skills in chemistry to analyse, interpret, solve problems and construct scientific arguments.	15%
Examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.	50%

Chemistry - GENERAL

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

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

Unit 1

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

Unit 2

In this unit, students investigate how chemistry plays an important part in their daily lives.

Assessment table

Type of assessment	Weight
Science inquiry Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting data; and communicating findings. **Practical** Practical work can involve a range of activities, such as practical tests; modelling and simulations; qualitative and/or quantitative analysis of second-hand data; and brief summaries of practical activities. **Investigation** Investigations are more extensive activities, which can include experimental testing; chemical analyses; and comprehensive scientific reports. The assessed component of tasks of these types should be conducted in a supervised classroom setting.	50%
Extended Response Tasks requiring an extended response may involve selecting and interpreting scientific and media texts and evaluating processes, claims and conclusions by considering the quality of available evidence; and using reasoning to construct scientific arguments. Assessment can take the form of answers to specific questions based on individual research and interpretation and evaluation of chemical information in scientific journals, media texts and/or advertising. Appropriate strategies should be used to authenticate student achievement on an out-of-class assessment task. For example, research completed out of class can be authenticated using an in-class assessment task under test conditions.	20%
Test Tests typically consist of multiple choice questions, and questions requiring short and extended answers. This assessment type is conducted in supervised classroom settings.	30%

Computer Science ATAR

The Computer Science ATAR course focuses on the fundamental principles, concepts and skills within the field of computing and provides students with opportunities to develop flexibility and adaptability in the application of these, in the roles of developers and users. The underpinning knowledge and skills in computer science are practically applied to the development of computer systems and software, and the connectivity between computers, peripheral devices and software used in the home, workplace and in education is examined. Students develop problem-solving abilities and technical skills as they learn how to diagnose and solve problems in the course of understanding the building blocks of computing.

This course provides students with practical and technical skills that equip them to function effectively in a world where these attributes are vital for employability and daily life in a technological society. It provides a sound understanding of computing to support students pursuing further studies in related fields.

Outcome 1 – Technology process
Outcome 2 – Knowledge and understanding of computer-based systems
Outcome 3 – Skills for computer-based systems
Outcome 4 – Computer-based systems in society

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.
Unit 1 – Developing computer-based systems and producing spreadsheet and database solutions
Unit 2 – Developing computer-based systems solutions and communications

Assessment table

Type of assessment	Weight
Project The student is required to develop a spreadsheet and/or database and/or software system by using the system development life cycle and/or software development cycle. Students are provided with stimulus material on which the project is based. Stimulus material can include: diagrams; extracts from newspaper and/or journal articles; flow charts; trace tables; algorithms and/or algorithm segments (in pseudocode); and/or screen captures or representations of spreadsheets, databases and/or programs. Diagrams can include: entity relationship diagrams, computer system diagrams, network diagrams, context diagrams and/or Level 0 logical data flow diagrams. The student is required to research ideas; implement a database and/or software system using a database management system and programming language, to develop and evaluate solutions; and manage processes throughout production.	40%
Theory test Tests typically consist of a combination of questions requiring short and extended answers. Short answer questions can be a mix of closed and open items that can be scaffolded or sectionalised. The student can be required to explain concepts, apply knowledge, analyse and/or interpret data and/or refer to stimulus material. Stimulus material can include: diagrams; extracts from newspaper and/or journal articles; flow charts; trace tables; algorithms and/or algorithm segments (in pseudocode); and/or screen captures or representations of spreadsheets, databases and/or programs. Diagrams can include: entity relationship diagrams, computer system diagrams, network diagrams, context diagrams and/or Level 0 logical data flow diagrams. Extended answer questions can be a mix of closed and open items that can be scaffolded or sectionalised typically with an increasing level of complexity. The student can be required to apply knowledge and/or critical thinking skills; analyse and/or interpret data, extended algorithms, relational databases, spreadsheets, tables and/or diagrams; devise labelled diagrams, and/or solutions (or parts of solutions). Some questions can require the student to refer to stimulus material.	20%
Practical test Tests typically consist of a set of questions requiring the use of spreadsheet software, a programming language and/or a relational database management system. Spreadsheet skills assessed include creating spreadsheets that include functions, charts, lookup tables and sorting data. Programming skills assessed include: writing code; and/or compiling, testing and/or debugging program code. Database skills assessed include: creating fields, data types, keys for tables, queries, forms and/or reports.	10%
Examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.	30%

Human Biology ATAR

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

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

Outcome 1 – Science Inquiry Skills
Outcome 2 – Science as a Human Endeavour
Outcome 3 – Science Understanding

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1 – The functioning human body
Unit 2 – Reproduction and inheritance

Assessment table

Type of assessment	Weight
Science inquiry Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting data; and communicating findings. It is concerned with evaluating claims, investigating ideas, solving problems, reasoning, drawing valid conclusions, and/or developing evidence-based arguments. **Science inquiry: Practical** Practical work can involve a range of activities, such as practical tests; modelling and simulations; qualitative and/or quantitative analysis of second-hand data; and/or brief summaries of practical activities. **Science inquiry: Investigation** Investigations are more extensive activities, which can include experimental testing; conducting surveys; and/or comprehensive scientific reports.	20%
Extended response Tasks requiring an extended response can involve selecting and integrating appropriate science concepts, models and theories to explain and predict phenomena, and applying those concepts, models and theories to new situations; interpreting scientific and/or media texts and evaluating processes, claims and conclusions by considering the quality of available evidence; and using reasoning to construct scientific arguments. Assessment can take the form of answers to specific questions based on individual research; exercises requiring analysis; and interpretation and evaluation of information in scientific journals, media texts and/or advertising.	15%
Test Tests typically consist of multiple choice questions and questions requiring short and extended answers. They should be designed so that students can apply their understanding and skills in human biology to analyse, interpret, solve problems and construct scientific arguments.	25%
Examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.	40%

Human Biology GENERAL

In the Human Biology General course, students learn about themselves, relating the structure of the different body systems to their function and understanding the interdependence of these systems in maintaining life. Reproduction, growth and development of the unborn baby are studied to develop an understanding of the effects of lifestyle choices. Students will engage in activities exploring the coordination of the musculoskeletal, nervous and endocrine systems. They explore the various methods of transmission of diseases and the responses of the

human immune system. Students research new discoveries that help increase our understanding of the causes and spread of disease in a modern world.

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.

Outcome 1 – Science Inquiry Skills
Outcome 2 – Science as a Human Endeavour
Outcome 3 – Science Understanding
Unit 1 – Healthy Body
Unit 2 – Reproduction
Assessment table

Type of assessment	Weight
Science inquiry Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting data; and communicating findings. Students evaluate claims, investigate ideas, solve problems, reason, draw valid conclusions, and/or develop evidence-based arguments. **Science inquiry: Practical** Practical work can involve a range of activities, such as practical tests; modelling and simulations; qualitative and/or quantitative analysis of second-hand data; and/or brief summaries of practical activities. **Science inquiry: Investigation** Investigations are more extensive activities, which can include experimental testing	40%
Extended response Tasks requiring an extended response can involve selecting and integrating appropriate science concepts, models and theories to explain and predict phenomena, and applying those concepts, models and theories to new situations; interpreting scientific and/or media texts and evaluating processes, claims and conclusions by considering the quality of available evidence; and using reasoning to construct scientific arguments. Assessment can take the form of answers to specific questions based on individual research; exercises requiring analysis; and interpretation	20%
Test Tests typically consist of multiple choice questions and questions requiring short and extended answers. They should be designed so that students can apply their understanding and interpret, solve problems.	40%

Materials Design and Technology GENERAL

Materials are the basic ingredients of technology. Materials are used to make machines and these machines use materials to make products. Materials also supply the energy to enable technology to function. Throughout history, the evolution of technology has been largely determined by the availability of materials. The strong historical links between materials, design and technology remain significant in society today. As long as the desire to create new opportunities and to continue to improve our quality of life remains, the development of materials will continue.

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

Outcome 1 – Technology process
Outcome 2 – Understanding the use of materials
Outcome 3 – Using technology skills
Outcome 4 – Understanding materials, society and the environment

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1: Students interact with a variety of items that have been specifically designed to meet certain needs.

Unit 2: Students interact with products designed for a specific market.

Type of assessment	Weight
Design Students apply a design process to develop a product or project. Students are assessed on how they: • investigate products or projects • devise, develop and modify design solutions throughout the technology process • present their findings in written, oral or multimedia form. Types of evidence can include: images, observation checklists, evaluation tools (self or peer), journal, design proposal and project proposal, using a range of communication strategies.	25%
Production Extended and manufacturing project(s) where students control, evaluate and manage processes. Students are assessed on their: • understanding, confidence and competence when using skills in manufacturing processes and when managing production plans • manufactured product in terms of quality and finish. Types of evidence can include: manufactured products, journal, observation checklists and evaluation tools (self or peer) and on-balance judgements..	60%
Response Students apply their knowledge and skills in responding to a series of stimuli or prompts in the following formats: examinations, essays, oral responses, ICT visual responses and product evaluation reports.	15%

Mathematics – Specialist ATAR

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.

Assessment table – Year 11

Unit 1
Contains the three topics:
1.1 Combinatorics
1.2 Vectors in the plane
1.3 Geometry

Unit 2
Contains the three topics:
2.1 Trigonometry
2.2 Matrices
2.3 Real and complex numbers

Assessment table

Type of assessment	Weight
Response Students respond using knowledge of mathematical facts, concepts and terminology, applying problem-solving skills and algorithms. Response tasks can include: tests, assignments, quizzes and observation checklists. Tests are administered under controlled and timed conditions.	40%
Investigation Students plan, research, conduct and communicate the findings of an investigation. They can investigate problems to identify the underlying mathematics, or select, adapt and apply models and procedures to solve problems. This assessment type provides for the assessment of general inquiry skills, course-related knowledge and skills, and modelling skills. Evidence can include: observation and interview, written work or multimedia presentations	20%
Examination Students apply mathematical understanding and skills to analyse, interpret and respond to questions and situations. Examinations provide for the assessment of conceptual understandings, knowledge of mathematical facts and terminology, problem-solving skills, and the use of algorithms. Examination questions can range from those of a routine nature, assessing lower level concepts, through to open-ended questions that require responses at the highest level of conceptual thinking. Students can be asked questions of an investigative nature for which they may need to communicate findings, generalise, or make and test conjectures. Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course. Where a combined assessment outline is implemented, the Semester 2 examination should assess content from both Unit 1 and Unit 2. However, the combined weighting of Semester 1 and Semester 2 should reflect the respective weightings of the course content as a whole.	40%

(i) Double Paired Unit Course		
Year 11 ATAR	Year 12 ATAR	Post School
Mathematics Specialist Units 1 & 2 Mathematics Methods Units 1 & 2	Mathematics Specialist Units 3 & 4 Mathematics Methods Units 3 & 4	The strongest maths background – for science, engineering, computing, aviation
(ii) Single Paired Unit Course		
Year 11 ATAR	Year 12 ATAR	Post School
Mathematics Methods Units 1 & 2	Mathematics Methods Units 3 & 4	Strong background for entry to courses with further maths.
Year 11 ATAR	Year 12 ATAR	Post School
Mathematics Applications Units 1 & 2	Mathematics Applications Units 3 & 4	Sound background for entry to courses with further maths or a general tertiary entry even if no further maths is to be studied.
Year 11 General	Year 12 General	Post School
Mathematics Essential Units 1 & 2	Mathematics Essential Units 3 & 4	Non-tertiary bound course.

Mathematics – Methods ATAR

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 2
Contains the three topics:
- Exponential functions
- Arithmetic and geometric sequences and series
- Introduction to differential calculus.

Assessment table

Type of assessment	Weight
Response Students respond using knowledge of mathematical facts, concepts and terminology, applying problem-solving skills and algorithms. Response tasks can include: tests, assignments, quizzes and observation checklists. Tests are administered under controlled and timed conditions.	40%
Investigation Students plan, research, conduct and communicate the findings of an investigation. They can investigate problems to identify the underlying mathematics, or select, adapt and apply models and procedures to solve problems. This assessment type provides for the assessment of general inquiry skills, course-related knowledge and skills, and modelling skills. Evidence can include: observation and interview, written work or multimedia presentations	20%
Examination Students apply mathematical understanding and skills to analyse, interpret and respond to questions and situations. Examinations provide for the assessment of conceptual understandings, knowledge of mathematical facts and terminology, problem-solving skills, and the use of algorithms. Examination questions can range from those of a routine nature, assessing lower level concepts, through to open-ended questions that require responses at the highest level of conceptual thinking. Students can be asked questions of an investigative nature for which they may need to communicate findings, generalise, or make and test conjectures. Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course. Where a combined assessment outline is implemented, the Semester 2 examination should assess content from both Unit 1 and Unit 2. However, the combined weighting of Semester 1 and Semester 2 should reflect the respective weightings of the course content as a whole.	40%

Mathematics – Applications ATAR

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:
- Functions and graphs
- Trigonometric functions
- Counting and probability.

Unit 2
Contains the three topics:
- Exponential functions
- Arithmetic and geometric sequences and series
- Introduction to differential calculus.

Assessment table

Type of assessment	Weight
Response Students respond using knowledge of mathematical facts, concepts and terminology, applying problem-solving skills and algorithms. Response tasks can include: tests, assignments, quizzes and observation checklists. Tests are administered under controlled and timed conditions.	40%
Investigation Students plan, research, conduct and communicate the findings of an investigation. They can investigate problems to identify the underlying mathematics, or select, adapt and apply models and procedures to solve problems. This assessment type provides for the assessment of general inquiry skills, course-related knowledge and skills, and modelling skills. Evidence can include: observation and interview, written work or multimedia presentations	20%
Examination Students apply mathematical understanding and skills to analyse, interpret and respond to questions and situations. Examinations provide for the assessment of conceptual understandings, knowledge of mathematical facts and terminology, problem-solving skills, and the use of algorithms. Examination questions can range from those of a routine nature, assessing lower level concepts, through to open-ended questions that require responses at the highest level of conceptual thinking. Students can be asked questions of an investigative nature for which they may need to communicate findings, generalise, or make and test conjectures. Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course. Where a combined assessment outline is implemented, the Semester 2 examination should assess content from both Unit 1 and Unit 2. However, the combined weighting of Semester 1 and Semester 2 should reflect the respective weightings of the course content as a whole.	40%

Mathematics - Essentials GENERAL

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

Unit 2

This unit includes the following four topics:

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

Assessment table

Type of assessment	Weight
Response Students respond using their knowledge of mathematical facts, terminology and procedures, and problem-solving and reasoning skills. Responses can be in written or oral form. Evidence can include: tests, assignments, quizzes and observation checklists. This assessment type must be included at least twice per unit.	50%
Practical applications (included in both Unit 1 and Unit 2) Students are required to practically apply mathematics understandings and skills using the mathematical thinking process to develop solutions or arrive at conclusions, to real-world tasks. Evidence should include data and information sources, mathematical strategies/calculations and a written solution or conclusion. Evidence forms can include: written work, observation checklists, spreadsheets, pictures, diagrams, tables or graphs, media, photographs, video and/or models created by the student. **Statistical investigation process** (included in Unit 2 only.) Students apply the statistical investigation process to solve a real-world problem. Evidence should include data collection, information sources, statistical analysis and a written conclusion. Evidence forms can include: written work, spreadsheets, tables, graphs. Note: Tasks can be of short or long duration. A minimum of two tasks must be included for each unit with at least one statistical investigation process task for Unit 2. While these tasks may require scaffolding, a gradual reduction would be expected over time.	50%

Physical Education Studies GENERAL

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 prepares students for a variety of post-school pathways, including immediate employment or tertiary studies. It provides students with an increasingly diverse range of employment opportunities in the sport, leisure and recreation industries, education, sport development, youth work and health and medical fields linked to physical activity and sport. The course also equips students to take on volunteer and leadership roles in community activities.

Outcome 1 – Skills for physical activity
Outcome 2 – Self-management and interpersonal skills for physical activity
Outcome 3 – Knowledge and understanding of movement and conditioning concepts for physical activity
Outcome 4 – Knowledge and understanding of sport psychology concepts for physical activity

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.

Assessment table

Type of assessment	Weight
Practical (performance) Students demonstrate their ability to adapt and adjust skills and tactics in the sport(s) studied at school while performing within a competitive situation. The assessment must be completed by the teacher and conducted within the school environment within the nominal hours for the course. Evidence can include: direct observation, checklists, and the use of video.	50%
Investigation Students plan and conduct research and communicate their findings. Investigation findings can be communicated in any appropriate form, including: written (journals, training diaries, essays and laboratory reports), oral and/or video.	25%
Response Students analyse and respond to questions, stimuli or prompts. Student responses can be written (topic tests, summaries, essays) and/or oral.	25%

Physics ATAR

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.

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.

Unit 1 – Thermal, nuclear and electrical physics
Unit 2 – Linear motion and waves

Assessment table

Type of assessment	Weight
Science Inquiry There must be at least one experiment, one investigation and one evaluation and analysis completed for each unit. Appropriate strategies should be used to authenticate student achievement on an out-of-class assessment task **Experiment** Practical tasks designed to develop or assess a range of laboratory related skills and conceptual understanding of physics principles, and skills associated with representing data; organising and analysing data to identify trends and relationships; recognising error, uncertainty and limitations in data; and selecting, synthesising and using evidence to construct and justify conclusions. Tasks can take the form of practical skills tasks, laboratory reports and short in-class tests to validate the knowledge gained. **Investigation** Activities in which ideas, predictions or hypotheses are tested and conclusions are drawn in response to a question or problem. Investigations can involve experimental testing, field work, locating and using information sources, conducting surveys, and using modelling and simulations. Assessment tasks can take the form of an experimental design brief, a formal investigation report requiring qualitative and/or quantitative analysis of the data and evaluation of physical information, or exercises requiring qualitative and/or quantitative analysis of second-hand data. **Evaluation and analysis** Involves interpreting a range of scientific and media texts; evaluating processes, claims and conclusions by considering the accuracy and precision of available evidence; and using reasoning to construct scientific arguments. Assessment tasks can take the form of answers to specific questions based on individual research; exercises requiring analysis; and interpretation and evaluation of physics information in scientific and media texts.	30%
Test Tests typically consist of questions requiring short answers, extended answers and problem solving. This assessment type is conducted in supervised classroom settings.	30%
Examination Examinations require students to demonstrate use of terminology, understanding and application of concepts and knowledge of factual information. It is expected that questions would allow students to respond at their highest level of understanding. Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course. This assessment type is conducted in supervised classroom settings.	40%

Vocational Education and Training: VET

Vocational Education and Training (VET) in the senior secondary years engages students in work-related learning built on strategic partnership between schools, training organizations, business, industry and the wider community.

VET can be taken as an integral part of the WACE and its completion by the student gains credit towards a nationally recognized VET qualification within the Australian Qualifications Framework (AQF), providing a broad range of post-school options and pathways.

All ATAR pathway students must enrol in a one year VET certificate in year 11 and not necessarily in year 12. All General pathway students must enrol in a minimum of one, preferably two VET certificates in year 11 and 12.

CERTIFICATE II BUSINESS SERVICES

The VETis Business Services General course provides students with the opportunity to achieve nationally recognised vocational qualifications under the AQF and to gain Authority developed course unit credit towards the WACE.

The course is based on nationally endorsed training packages and provides opportunities for students to complete Certificate II and Certificate III qualifications and access industry related placement/employment through mandatory workplace learning.

Duration: 1 year

Additional course cost 2018: $120.00

SPORT AND RECREATION – CERTIFICATE II

The VET industry specific Sport and Recreation course provides students with the opportunity to achieve national vocational qualifications under the Australia Qualifications Framework (AQF) and to gain council developed course unit credit towards the Western Australian Certificate of Education (WACE).

This course will cover a range of subjects including first aid, working effectively in sport and recreation environments, work health and safety processes, planning and organising sport and recreation activities.
This course is completed over one year.
The proposed units of competency are:

- HLTAID003 Provide First Aid
- SISXWHS101 Participate in work health and safety SISXCAI002 Assist with activity sessions
- SISXEMR001 Respond to emergency situations BSBWOR202 Organise and complete daily work activities
- SISXCCSO001 Provide Quality Service
- SISXIND211 Develop and update sport, fitness & recreation industry knowledge
- SISXIND001 Work effectively in sport, fitness & recreation industry environments
- SISSSOF101 Develop and update officiating knowledge
- SISXCAI001 Provide equipment for activities
- SISCAQU002 Perform basic water rescues
- SISSSOF202 Officiate games or competitions
- SISSSPT303A Conduct basic warm up and cool down programs
- SISSSCO101 Develop and update knowledge of coaching practices.

Students who successfully complete all of the required units of competency will be awarded a Certificate II in Sport and Recreation and achieve two Curriculum Council endorsed course units.

Duration: 1 year

Additional course cost 2018: $220.00

Endorsed Program - Applied Islam 1-2

The program is developed to enrich students' understanding on Islam. It provides students the opportunity to develop in-depth knowledge of the various disciplines within the religion. It covers the contemporary discourse on religion to provide students a balanced perspective of Islam and the application of the Islamic disciplines to the changing modern context.

This program is offered to all year 11 students. The program gives an overview of Islamic theology, monotheism, the six pillars of belief, the concept of morality, the role of modernity in Islam, liberalism and feminism. It also includes units on comparative religions as the students take part in multiple inter-faith opportunities with students from different faith schools.

Learning outcomes - Learning outcomes of this program

1. Demonstrate an in depth understanding of the key concepts identifying Islam as a Monotheistic Religion
2. Develop students Islamic Identity within the modern society
3. Participate in the study of other religions and interfaith dialogue to enhance openness and harmony towards other cultures and religions
4. Understand factors contributing to women's status in Islamic cultures and societies
5. Research interdisciplinary topics and apply critical reasoning while presenting arguments in oral and written (essay) forms

A portfolio must be maintained to show the successful completion of the following:

- Task 1: Notes, planning, Powerpoint slides/assignment, marking rubric
- Task 2: Notes, planning, Powerpoint slides/assignment, marking rubric
- Task 3: Notes, planning, Powerpoint slides/assignment, marking rubric
- Task 4: Notes, planning, Powerpoint slides/assignment, marking rubric
- Completion of 8 Concept checks (C.C.)
- Completion of the weekly Journal Jottings (J.J.)