

# YEAR 11

COURSE HANDBOOK 2025



HALE SCHOOL

*Find your frontier*

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## ABBREVIATIONS USED IN THIS BOOK:

ACSF .....	Australian Core Skills Framework
AQF.....	Australian Qualifications Framework
AQTF.....	Australian Qualifications Training Framework
ATAR.....	Australian Tertiary Admission Rank
EALD .....	English as an Additional Language/Dialect
EST.....	Externally Set Task
LOTE .....	Language other than English
NAPLAN.....	National Assessment Program – Literacy and Numeracy
OLNA .....	Online Literacy and Numeracy Assessment
SCSA .....	School Curriculum and Standards Authority
STAT .....	Special Tertiary Admissions Test
TAFE .....	Technical and Further Education
TEA .....	Tertiary Entrance Aggregate
TISC.....	Tertiary Institutions Service Centre
UMAT .....	Undergraduate Medicine and Health Sciences Admission Test
UPC.....	University Preparation Course
UWA.....	The University of Western Australia
VET .....	Vocational Education and Training
WACE .....	Western Australian Certificate of Education
WPL.....	Workplace Learning

### WACE TERMINOLOGY

**ATAR Courses:** are suitable for students preparing for university study and culminate in a compulsory external examination, set, and administered by the SCSA. Student results in ATAR courses are used by the Tertiary Institutions Service Centre (TISC) to calculate a student's Australian Tertiary Admissions Ranking (ATAR) for the purpose of university selection.

**General Courses:** are suitable for students who wish to pursue an alternative entry pathway to university, to study at TAFE or to enter the workforce straight from school and do not require an ATAR. Students enrolled in General courses will not be required to sit external examinations but will complete externally set tasks (EST) in Year 12 as required by the SCSA.

**AQF Certificate II courses:** are nationally accredited and consistent with the requirements of the Australian Qualifications Framework. AQF Certificate courses require delivery in association with a Registered Training Organisation (RTO); assessment and quality control under the AQTF (Australian Quality Training Framework). Students who are not studying four ATAR courses in Year 12 must complete at least an AQF Certificate II to achieve the WACE. AQF Certificates comprising 220 nominal hours are awarded WACE unit equivalency and may reduce the number of WACE courses required for achievement of the WACE.

**Foundation Courses:** The Foundation course in English may be available where a student has not demonstrated the minimum standard for literacy and/or numeracy before Year 11 and is unlikely to do so before Year 12 without significant levels of support. Students may be transferred into the General course in English if they achieve the required literacy standard during Year 11 via further OLNA testing.

**Preliminary Courses:** may be available for students with identified special education needs where necessary.

**Units:** A unit is a semester-length component of a course. In Year 11, students study units 1 and 2 - separately or as a pair - and, in Year 12, students study units 3 and 4, which must be studied and reported to the SCSA as a pair. Each unit is nominally 55 hours contact time.

**Endorsed Programs:** Endorsed programs are awarded unit equivalence according to specific criteria and a School Curriculum and Standards Authority (SCSA) endorsement process. Workplace Learning, which may be undertaken through Hale School, is identified as an SCSA Endorsed Program and is awarded unit equivalence for the WACE. Many community-based education and training qualifications are also identified as SCSA Endorsed Programs.

## INTRODUCTION TO YEAR 11, 2025

In Year 11, 2025, Hale School will offer 43 WACE courses, accredited by the School Curriculum and Standards Authority (SCSA). Accredited courses are those which have a syllabus set and moderated by the SCSA. 28 are Australian Tertiary Admission Rank (ATAR) courses, 15 are General courses,

This handbook is designed to help Year 10 students and their parents with the important academic decisions that need to be made in the transition to Years 11 and 12. It should be read very carefully. The handbook contains information which is useful to refer to right through Years 11 and 12. Its contents include:

- **Descriptions of courses offered at Hale School in Year 11, 2025 and Year 12, 2026**
- **Advice on choosing courses for Year 11**
- **Information concerning achieving the WACE**
- **Information concerning university and TAFE entrance requirements**
- **Course pre-requisites and university cut-off scores for tertiary institutions**
- **A summary of recent Year 12 student destinations after leaving school.**

## COURSES OFFERED AND ASSESSMENT PROCEDURES

### ATAR COURSES

In 2025, Hale School will offer 28 **ATAR courses**, designed, and examined by the SCSA. Student results in ATAR courses, including a compulsory external examination, are used by the Tertiary Institutions Service Centre (**TISC**) to calculate a student's Australian Tertiary Admissions Ranking (**ATAR**). The ATAR is used to determine eligibility for university entrance both in WA and interstate. Students seeking to achieve an ATAR will need to complete a minimum of four Year 12 ATAR courses.

### GENERAL COURSES

In addition, 15 **General courses** will be offered. General courses are suitable for students who wish to pursue an alternative entry pathway to university, to study at TAFE or to enter the workforce straight from school. Students enrolled in General and AQF Certificate courses will not be required to sit external examinations. For these courses, assessment will be school based. In addition, for General courses, an externally set task (**EST**) provided by the SCSA, will be undertaken by students in Term 2, Year 12.

ATAR and General courses comprise four units:

- two Year 11 units, Units 1 and 2, (which may be studied and reported to the Authority separately or as a pair), and
- a pair of Year 12 units, Units 3 and 4, (which must be studied and reported to the Authority as a pair).

**Foundation and Preliminary course** units may be available for students with identified special education needs where necessary.

### INTERNAL ASSESSMENT

Internal assessment typically combines several different approaches: examinations, in-class tests, common tests taken by several classes at once, assignments done in class or at home, portfolios, oral presentations, group, or individual projects, for example. Students will be given detailed advice about the specific assessment requirements for each of their courses by their class teacher when the course begins either at the start of the year or semester.

### SCHOOL ASSESSMENT POLICY: RULES AND PROCEDURES

The [Year 11 and 12 Assessment Rules and Procedures](#) document is available to all Year 11 and 12 students and parents via the School Portal. It conforms to School Curriculum and Standards Authority requirements as set out in the WACE Manual. It is important that all Year 11 students read and understand the School policy with respect to assessment and examination conduct, rules and conditions.

### SUBMISSION OF RESULTS TO THE SCHOOL CURRICULUM AND STANDARDS AUTHORITY

A mark out of 100 and a letter grade (A, B, C, D or E) will be reported to parents at the end of Year 11 for each WACE course or unit completed during the year and will be recorded by the SCSA. The grade reported to parents at the end of the first semester will be an interim grade and subject to change depending on assessments in the second semester.

## COURSES OFFERED AND ASSESSMENT PROCEDURES

In courses with a practical component, eg Visual Arts, Music, Drama, Media Production and Analysis, Physical Education Studies, Materials Design and Technology and Languages, the marks for the practical and written components of the course are submitted separately to the SCSA at the end of Year 12, but not Year 11.

In Year 11 the School reports to parents on some, but not all, of these courses practical and written marks separately; in Year 12 the School reports to parents, on ATAR courses and reports the two components separately.

### EXTERNAL ASSESSMENT

External examinations that are set, administered, and marked by the SCSA are compulsory for all Year 12 students enrolled in a pair of ATAR courses.

External examinations are an essential part of the assessment of students intending to achieve an Australian Tertiary Admission Rank (ATAR) for the purposes of university entrance. School based marks and external examination marks are combined to determine an overall mark called a Tertiary Entrance Aggregate (TEA), from which the ATAR will be determined by the Tertiary Institutions Service Centre (TISC), see page 8 for further details. In some courses the external component includes the presentation of a design folio and/or a practical examination.

**EST:** In Term 2, all students enrolled in a Year 12 General course are required to complete an Externally Set Task (EST) for that course. The EST is a common test set by the School Curriculum and Standards Authority (SCSA) and administered and marked by the School using a marking key provided by the SCSA. The EST is compulsory and forms part of the school-based assessment. ESTs are shown in students' Course and Assessment Outlines as a separate assessment type with a weighting of 15% for the pair of units. The purpose of the EST is to assist in ensuring the fair assessment of student achievement in Year 12 General and Foundation courses, to have an educative role in establishing common understandings among teachers of the course standards and related content, to provide access to feedback which will encourage teachers to review and, where appropriate, adjust their marking and to model best assessment practice which teachers can apply to other school-based assessment tasks.

### MODERATION AND SCALING

In all courses there is a moderation process to ensure that the grades and marks awarded are comparable to other schools. Teachers attend consensus meetings to view and discuss samples of student work from other schools, to improve comparability of grades between schools.

Marks will also be subject to moderation and scaling in the process of calculating the ATAR. This is to ensure equity between schools and between courses.

### NON-SCHOOL CANDIDATES

Generally, a school enrolled student cannot sit an ATAR course examination as a non-school candidate unless it is a language course that is not offered by the school. Conditions apply.

### NUMBER OF COURSES TO BE STUDIED IN YEARS 11 AND 12

Year 11 students study six courses. In Year 12, students who take an ATAR course programme that is aimed at securing entry to a university may choose to study six courses or five courses plus Private Study. Students enrolled in the alternative pathway comprising English + Certificate IV Business + four other courses may also take Private Study. All other students in Year 12 must study six courses.

ATAR course examinations at the end of Year 12 are based on completion of a pair of course units. In most cases there will be considerable advantage gained by studying the same course for two years. In many cases it is essential that the same course is studied for two years, to ensure success in the ATAR examinations at the end of Year 12. However, the ATAR examination content is based on Units 3 and 4.

Students should be aware that if they choose to study more than four units in a particular course (for example four ATAR units and four General units), only four units in total will contribute to the WACE.

### CHANGING COURSES

Year 11 course choices must be made very carefully. If necessary, it is possible to change selections either in Term 4, 2024, or early in Term 1, 2025, after discussion with your Head of House and with the permission of the Director of Studies and Curriculum. All changes to Year 11 Semester 1 courses must be finalised by **Week 5** of Term 1, 2025.

## COURSES OFFERED AND ASSESSMENT PROCEDURES (continued)

Changes cannot be made later than this except in exceptional circumstances. Please note that some course changes, even though requested before the last date for subject changes, will not be possible due to the constraints of the timetable. When a student changes to a new course after the start of the year, that student will need to complete all the missed assessments in the new course.

### REPEATING COURSE UNITS

Students can repeat ATAR, General or Foundation course units that have the same code (e.g. AEENG), but the repeated units do not contribute to the WACE requirements more than once. A pair of course units that is repeated and completed in Year 12 can be used to meet the List A and List B breadth-of-study requirement. Repeated course units cannot be used in the determination of WACE certificates of merit and distinction.

### REPORTING

Formal school reports are part of a broader Hale School communication strategy to parents that may include diary comments, interim reports (Term 1 and Term 3), formal and informal parent teacher interviews and phone calls/emails as required. Semester reports are prepared twice a year, at the end of Semester 1 and Semester 2.

Semester reports for each subject will include some or all of the following: an examination mark, a semester mark and cohort average, an overall grade, some subject specific ratings and ratings against four learning habits (organisation, participation, perseverance and initiative). The report may also include a graphic showing your son's placement within the cohort of the particular subject.

The four learning habits are:

**Organisation:** The student is well-prepared for class, organises materials, plans his time and manages his working environment.

**Participation:** The student pays attention, undertakes classroom activities, contributes to discussions, completes work set and collaborates with others.

**Perseverance:** The student persists with learning tasks.

**Initiative:** The student tries new ways of approaching tasks, explores ideas, seeks out assistance as appropriate and is interested in learning new things.

**LIST OF COURSES OFFERED – Year 11, 2025 and Year 12, 2026 - WACE ATAR**

**WACE ATAR COURSES**

Courses recommended for students who wish to achieve an ATAR and continue further study at university

LIST A (Arts/Humanities/Languages)		LIST B (Mathematics/Science/Technology)	
Year 11, 2025	Year 12, 2026	Year 11, 2025	Year 12, 2026
Chinese: Second Language	<i>Chinese: Second Language</i>	Accounting and Finance	<i>Accounting and Finance</i>
Drama	<i>Drama</i>	Applied Information Technology	<i>Applied Information Technology</i>
Economics	<i>Economics</i>	Biology	<i>Biology</i>
English or EALD	<i>English or EALD</i>	Chemistry	<i>Chemistry</i>
French: Second Language	<i>French: Second Language</i>	Engineering Studies	<i>Engineering Studies</i>
Geography	<i>Geography</i>	Human Biology	<i>Human Biology</i>
History Ancient	<i>History Ancient</i>	Materials Design and Technology - wood	<i>Materials Design and Technology - wood</i>
History Modern	<i>History Modern</i>	Mathematics Applications	<i>Mathematics Applications</i>
Japanese: Second Language	<i>Japanese: Second Language</i>	Mathematics Methods	<i>Mathematics Methods</i>
Literature	<i>Literature</i>	Mathematics Specialist	<i>Mathematics Specialist</i>
Media Production and Analysis	<i>Media Production and Analysis</i>	Physical Education Studies	<i>Physical Education Studies</i>
Music	<i>Music</i>	Physics	<i>Physics</i>
Philosophy and Ethics	<i>Philosophy and Ethics</i>		
Politics and Law	<i>Politics and Law</i>		
Visual Arts	<i>Visual Arts</i>		



**LIST OF COURSES OFFERED – Year 11, 2025 and Year 12, 2025 – WACE General**

**WACE GENERAL COURSES**  
 Courses recommended for students who do not require an ATAR

LIST A (Arts/Humanities/Languages)	
Year 11, 2024	Year 12, 2025
Business Management and Enterprise	<i>Business Management and Enterprise</i>
Career and Enterprise	<i>Cert IV (see *below)</i>
Drama	<i>Drama</i>
English	<i>English</i>
Geography	<i>Geography</i>
History Ancient	<i>History Ancient</i>
Philosophy & Ethics	<i>Philosophy &amp; Ethics</i>
Visual Arts	<i>Visual Arts</i>

LIST B (Mathematics/Science/Technology)	
Year 11, 2024	Year 12, 2025
Applied Information Technology	<i>Applied Information Technology</i>
Engineering Studies	<i>Engineering Studies</i>
Human Biology	<i>Human Biology</i>
Materials Design and Technology - wood/metal	<i>Materials Design and Technology - wood/metal</i>
Mathematics Essential	<i>Mathematics Essential</i>
Outdoor Education	<i>Outdoor Education</i>
Physical Education Studies	<i>Physical Education Studies</i>

AQF CERTIFICATE COURSES	
Year 11, 2024	Year 12, 2025
	*Cert IV Work Skills for Careers Enhancement & Management with Cert IV Business
A variety of AQF VET Certificate courses depending on student interest.	<i>A variety of VET AQF Certificate courses depending on student interest.</i>

\*NOTE: Unlike the Year 11 Careers and Enterprise course this is not a compulsory subject in Year 12 and can be changed to another General Subject if you do not wish to study the Certificate IV in Business.



## WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

At the end of their secondary schooling, all students enrolled with the School Curriculum and Standards Authority (SCSA) will receive a *Folio of Achievement* which will include a *Western Australian Statement of Student Achievement (WASSA)* and an *ATAR Course Report* for students who sit the ATAR examination in that course.

The SCSA will award the *Western Australian Certificate of Education (WACE)* to students who meet the eligibility criteria, set out below.

To qualify for the Western Australian Certificate of Education (WACE) in 2025, students must:

- 1 Demonstrate the minimum standard for literacy and numeracy by achieving Band 8 or higher in the three NAPLAN tests (Reading, Writing and Numeracy) in Year 9 or by passing the Online Literacy and Numeracy Assessment (OLNA) in Years 10, 11 or 12.
- 2 Complete at least 4 Year 12 ATAR courses including the external ATAR examinations (ie be eligible for an ATAR) **OR** at least 5 Year 12 General and/or ATAR courses or equivalent **OR** complete an AQF Certificate II or higher in combination with ATAR, General or Foundation courses.
- 3 Complete two Year 11 English units and one pair of Year 12 English units
- 4 Complete one pair of course units from each of List A (arts/languages/social science) and List B (mathematics/science/technology) in Year 12. (See Pages 5 to 6)
- 5 Complete at least 20 units in all, including a minimum of ten Year 12 units, ie 5 courses. (or equivalents).
- 6 Achieve 14 C-grades in Year 11 and 12 units, including at least 6 C-grades in Year 12 units (or equivalents).

Unit equivalents can be obtained through VET qualifications and/or endorsed programs. The maximum number of unit equivalents available through VET and endorsed programs is four Year 11 units and four Year 12 units with a maximum of four units with endorsed programs – two in Year 11 and two in Year 12.

### LITERACY AND NUMERACY REQUIREMENT

All students will be required to demonstrate a minimum standard in literacy and numeracy to achieve Secondary Graduation and the WACE. These standards are based on Level 3 of the Australian Core Skills Framework (ACSF) which outlines the skills required for individuals to meet the demands of everyday life and work in a knowledge-based economy.

Students who achieved Band 8 or above in all three of the Year 9 National Assessment Program Literacy and Numeracy (NAPLAN) tests are deemed to have 'pre-qualified' in reading, writing and numeracy. Students who have not achieved Band 8 or higher in one or more of the tests are required to complete the associated Online Literacy and Numeracy Assessment (OLNA). Students will have up to six opportunities (in March and September of each year) before completing Year 12 to demonstrate the WACE minimum standard of literacy and numeracy. If students do not demonstrate the literacy and numeracy standard by the time they exit secondary school, they can apply to the Authority to re-sit the assessment at any age

### COMPLETION OF EQUIVALENT SENIOR SECONDARY STUDIES

Students who complete the equivalent of Year 11 overseas, interstate or through TAFE can have this study recognised toward meeting the WACE requirements. To achieve the WACE using a block credit for Year 11 studies, students must satisfy the requirements set out by the SCSA in the remainder of their Year 11 or Year 12 studies.

### ACCUMULATING RESULTS

Students may accumulate results in WACE course units, endorsed programs and VET credit transfer over a lifetime.

### COMMUNITY SERVICE

Although completion of nominal hours of community service is not a prerequisite for achieving the WA Certificate of Education (WACE), Hale School strongly supports the concept of community service, and it will continue to be acknowledged by the SCSA on students' Statements of Results at the end of Year 12.

### ENDORSED PROGRAMS

Endorsed programs are awarded unit equivalence according to specific criteria and a School Curriculum and Standards Authority (SCSA) endorsement process.

## UNIVERSITY ENTRANCE REQUIREMENTS

To be considered for university admission as a school leaver applicant, students usually must:

- 1 achieve the Western Australian Certificate of Education (WACE)
- 2 meet the individual university's English competence requirement
- 3 satisfy any prerequisites or special requirements for entry to particular courses
- 4 obtain a sufficiently high Australian Tertiary Admission Rank (ATAR)/Selection Rank for entry to a particular course.

### PORTFOLIO ENTRY INTO SELECTED COURSES AT CURTIN UNIVERSITY

Alternative entry is available in selected courses for those who can demonstrate equivalence to Curtin's ATAR entry through the submission of a portfolio. Visit <https://study.curtin.edu.au/applying/pathways/portfolio-entry/> for further information about the portfolio requirements and application process. An interview might be required as part of the application process.

### EXPERIENCE BASED ENTRY SCHEME PATHWAY TO EDITH COWAN UNIVERSITY (ECU)

ECU offers an additional pathway for entry by school leaver students. To be considered for admission by Experience Based Entry Scheme Pathway, applicants must meet WACE, English competency requirements, satisfy any prerequisites or special requirements for entry to particular courses and have studied a minimum of four courses in Year 12, three of which need to be at ATAR level. Applications will be partially assessed prior to release of results. Detailed information about the requirements for the Experience Based Entry Scheme Pathway to ECU may be obtained from the Future Students team on 134 328 or <https://www.ecu.edu.au/future-students/course-entry/experience-based-entry-scheme>

### MEDIA AND CREATIVE PORTFOLIO ENTRY TO MURDOCH UNIVERSITY

Murdoch University offers a portfolio pathway for admission to the Bachelor of Arts degrees in English and Creative Writing, and Theatre and Drama; Bachelor of Communication degrees in Journalism, and Strategic Communication; Bachelor of Creative Media degrees in Games Art and Design, Graphic Design, Photography, Screen Production, and Sound. Applicants must satisfy Murdoch's English requirement and should apply through TISC but submit your portfolio directly to Domestic Admissions at Murdoch University. Portfolios will be assessed by academic staff in the relevant discipline.

For more information see <https://www.murdoch.edu.au/study/courses/undergraduate-courses>

### SCHOOL LEAVERS WITH AQF/TAFE/RTO QUALIFICATIONS

**Curtin University:** Curtin University will expect school leaver age applicants who seek entry via this pathway to have, as a minimum:

- successfully completed an AQF/TAFE Certificate IV; and
- achieved WACE; and
- met Curtin University's competence in English requirement; and
- met course prerequisite requirements.

**Edith Cowan University:** ECU will expect school leaver age applicants who seek entry via this pathway to have, as a minimum:

- successfully completed an ECU approved AQF/RTO Certificate IV as part of their Year 12 studies; and
- achieved WACE; and
- met ECU's competence in English requirement; and
- met course prerequisite requirements.

**Murdoch University:** School leavers will be eligible for admission into most Murdoch degree courses, with successful completion of a Certificate IV. They must also have:

- achieved WACE; and
- met Murdoch's competence in English requirement.

## UNIVERSITY ENTRANCE REQUIREMENTS (continued)

### The University of Western Australia

The University of Western Australia will accept an AQF/TAFE qualification at Diploma level as a basis of admission for the Bachelor of Arts, Biomedical Science, Commerce and Science courses. Separate evidence of English competence is also required. However, school leavers using a diploma achieved during their Years 11 and 12 must also have:

- achieved WACE; and
- met UWA's competence in English requirement.

### COMPETENCE IN ENGLISH

For university admission purposes, usually students demonstrate competence in English by achieving the prescribed standard in one of the Year 12 ATAR courses: English, Literature or English as an Additional Language/Dialect (EALD). Students can meet the competence in English requirement with Year 12 results obtained in any calendar year. English as an Additional Language/Dialect (EAL/D) ATAR can only be taken by students who meet eligibility criteria set by the School Curriculum and Standards Authority.

UWA and Curtin University require a final scaled score of at least 50 in ATAR English, English Literature or English as an Additional Language or Dialect (EALD). Curtin University also allows an English General Grade A. Edith Cowan University require ATAR students a minimum of 'C' grade in ATAR English, English Literature or EALD.

Murdoch University requires the completion of Year 11 and 12 at an Australian school or two years VET study in Australia at any level. If applying for a Bachelor of Nursing students must meet the above criteria as well as an additional four years of primary or secondary education taught and assessed solely in English in a recognised country. If applying for a Bachelor of Laws (including combined degrees) at Murdoch, students must complete Year 11 and 12 at an Australian school or two years of VET study in Australia plus evidence of completing Year 11 or 12 in a recognised country.

### CONCESSIONS

If students have not met the English requirement for Curtin University, the university will concede competence in English if students have achieved a moderated numeric school assessment or numeric examination assessment of at least 55 in English ATAR or Literature ATAR. For English as an Additional Language/Dialect ATAR, a moderated written school assessment or written exam mark of at least 60 is required.

If students have not met the English requirement for the University of Western Australia, the university will concede competence in English if students have achieved a moderated numeric school assessment or numeric examination assessment of at least 60 in English ATAR or Literature ATAR. For English as an Additional Language/Dialect ATAR, a moderated written school assessment or written exam mark of at least 60 is required.

Students who have not met these requirements above but have achieved an ATAR/Selection Rank above the minimum specified annually by Curtin and UWA and achieved a scaled score less than 50 in English ATAR, Literature ATAR or English as an Additional Language/Dialect ATAR then they may demonstrate their competence in English by sitting the Special Tertiary Admissions Test (STAT) or another test of English approved by the university early in January.

### THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

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

The ATAR ranges between zero and 99.95. It reports a student's rank relative to all other WA students of Year 12 school leaving age and considers the number of students with a Tertiary Entrance Aggregate (TEA) as well as the number of people of Year 12 school leaving age in the population of this state. An ATAR of 75.00 indicates that the student has 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. No more than two mathematics scaled scores can be used in the calculation of an ATAR.

## UNIVERSITY ENTRANCE REQUIREMENTS (continued)

The ATAR is derived from the Tertiary Entrance Aggregate (TEA). The TEA will be calculated by adding a student's best four scaled scores, plus any applicable course-specific bonuses. The maximum TEA is 430.

A LOTE bonus of 10% of a LOTE scaled score is added to the aggregate of the best four scaled scores. If more than one LOTE has been sat, only one (the best) LOTE scaled score can be used as the LOTE bonus. The LOTE bonus is applied irrespective of whether the LOTE course scaled score was counted as one of the best four.

A Mathematics bonus of 10% of the scaled score for each of Mathematics: Methods and Mathematics: Specialist is added to the aggregate of the best four scaled scores. The Mathematics bonus is applied irrespective of whether Mathematics: Methods and/or Mathematics: Specialist scaled scores were counted in the best four.

The LOTE bonus and the two Mathematics bonuses can all apply i.e. all three apply, whether the course is counted in the top four or not.

### SELECTION RANKS

For most courses, 2025 Year 12 students will be selected for admission to university based on their ATAR. However, some universities assign students who are eligible for alternative entry pathways a Selection Rank that is higher than their ATAR. For these students, selection into courses at the university concerned is based on this enhanced Selection Rank. Eligibility for the entry pathways is based on specified criteria. TISC advises students of their eligibility at the time of the Year 12 results/ATAR release in late December, via the Universities Admission Advice Letter (UAAL). The appropriate Selection Rank is automatically applied for offer rounds.

Curtin University has the StepUp to Curtin Entry Pathway, ECU has the ECU Access Pathway, Murdoch University has RISE and UWA has the Broadway Alternative Entry Pathway. For further details about any of these pathways, see the individual university section on [TISC's website](#). For some university courses, Selection Ranks are based on additional criteria as well as the ATAR. The criteria may include bridging/special course units, interviews, auditions, folio presentations, aptitude tests, fitness requirements, etc. Detailed information is available from the individual universities.

### SCALING

All course results will be scaled to ensure fairness to all students. A scaled score for an ATAR course can only be calculated if a student sits the ATAR examination for that course. The Average Marks Scaling process is used to scale marks obtained in a course.

### UNACCEPTABLE COURSE COMBINATIONS

The following course combinations may not be used in the calculation of an ATAR. Both courses may be studied at School, and both ATAR examinations sat, but the result in only one subject may be used in the calculation of an ATAR.

Chemistry ATAR with Integrated Science ATAR

English ATAR with English as an Additional Language/Dialect ATAR

English as an Additional Language/Dialect ATAR with Literature ATAR

Mathematics: Applications ATAR with Mathematics: Specialist ATAR

Physics ATAR with Integrated Science ATAR

Chinese: Background Language ATAR with Chinese: Second Language ATAR

Chinese: Background Language ATAR with Chinese: First Language ATAR

Chinese: Second Language ATAR with Chinese: First Language ATAR

French: Background Language ATAR with French: Second Language ATAR

German: Background Language ATAR with German: Second Language ATAR

Indonesian: Background Language ATAR with Indonesian: First Language ATAR

Indonesian: Background Language ATAR with Indonesian: Second Language ATAR

Indonesian: First Language ATAR with Indonesian: Second Language ATAR

Indonesian: Background Language ATAR with Malay: Background Speakers ATAR

## UNIVERSITY ENTRANCE REQUIREMENTS (continued)

### UNACCEPTABLE COURSE COMBINATIONS (continued)

Indonesian: First Language ATAR with Malay: Background Speakers ATAR  
Indonesian: Second Language ATAR with Malay: Background Speakers ATAR  
Italian: Background Language ATAR with Italian: Second Language ATAR  
Japanese: Background Language ATAR with Japanese: First Language ATAR  
Japanese: Background Language ATAR with Japanese: Second Language ATAR  
Japanese: Second Language ATAR with Japanese: First Language ATAR

### PREREQUISITES

Prerequisites are courses or special requirements that must be successfully completed for entry to particular university courses. Generally, a scaled score of 50 or more in an ATAR course is required for prerequisite purposes. For further details, see the brochure available through the TISC website:

<https://www.tisc.edu.au/static-fixed/guide/slar-2025.pdf>

### UNIVERSITY EARLY APPLICATIONS AND OFFERS

Curtin University, Edith Cowan University, Murdoch University, The University of Notre Dame Australia and The University of Western Australia have early offer schemes for many of their courses. Some courses, for example courses with limited places or courses that use other criteria for entry, will not make early offers. Offers for these courses will be made after Year 12 results are released, in the Main TISC offer round before Christmas (and in the Second round, in mid-January). Check whether the course you are applying for is included in the early offer program by visiting the Curtin, ECU, Murdoch, Notre Dame, and UWA websites.

Most of the offers issued will be conditional – that means that you may need to meet certain requirements for the offer to stand. This might be something like reaching a certain ATAR level, satisfying the university's English requirements, or being awarded the WACE.

If you don't meet the conditions, and you applied through TISC, you will automatically be considered for any other courses in your preference list for which you are eligible. You will also be able to change your preferences after results are released, and between offer rounds.

**The University of Western Australia** will give early offers but students must still achieve the WACE, have an ATAR and must satisfy UWA's English requirements and any subject prerequisite requirements. Offers will be made based the predicted ATAR score using UWA's calculator and final Year 11 results. Students must have a minimum predicted ATAR of 80 and meet the entry requirements for their nominated course to receive an offer. If your predicted ATAR does not meet the early offer entry requirements for your nominated UWA course you will receive a conditional offer – conditional that you satisfy the ATAR requirement for your chosen course through your final Year 12 ATAR. Students who do not satisfy the minimum UWA entry requirements can do so by successfully completing the Special Tertiary Admission Test (STAT) or through Experience-based entry. Applications are made through TISC.

**Curtin University** [early offer applications](#) will be assessed by the Curtin Admissions team based on a student's Year 11 WACE results. You'll still need to complete WACE and meet the English and subject requirements for your course. Applications are made through TISC and early offers are available for most Curtin courses. If you choose an eligible Curtin course as your first preference in TISC, your Year 11 results will be used to calculate your predicted ATAR. If your predicted ATAR is five points above the ATAR score required for your selected course, you'll receive an early offer that secures your place and your offer won't be dependent on your final year 12 ATAR score. If your predicted ATAR is less than five points above the ATAR score required for your course, you'll still receive an early offer for a place at Curtin and you'll need to achieve a final ATAR that meets course entry requirements, the WACE, English and subject requirements for the course. Early offers are also available for a number of courses that allow non-ATAR entry and if you choose an eligible Curtin course as your first preference in TISC, your application will be assessed on your current results. Early offers are contingent upon meeting the admission criteria for your chosen pathway, achieving WACE and meeting Curtin's English requirements.

## UNIVERSITY ENTRANCE REQUIREMENTS (continued)

### UNIVERSITY EARLY APPLICATIONS AND OFFERS (continued)

The University of Notre Dame's [Early Offer program](#) is open to school-leavers completing an ATAR pathway. Early Offer applications must include Year 11 and Year 12 school reports and eligibility will be based on your predicted ATAR. Academic performance, co-curricular and community service activities are considered, and students must share their motivation for studying at UND in a Personal Statement. Applications are submitted online directly through the university.

**Edith Cowan University** will use your Year 11 results to calculate a predicted ATAR and if this meets the requirement for your nominated course, you'll receive an [early offer](#) securing your place. This will be subject to you achieving WACE and meeting the English requirements and any other prerequisites for your course (where relevant). If you're studying a Certificate IV or enabling course, or if your predicted ATAR doesn't quite meet the minimum entry requirements for your course, you'll still be eligible for an early offer. This offer will be conditional on you meeting all entry requirements for your course. You'll also need to achieve WACE and meet the English requirements and any other prerequisites for your course. To apply for an ECU early offer you need to apply through TISC, making your chosen ECU course the first preference.

The **Murdoch University** [Year 12 Early Offer Program](#) will allow students to apply based on their Year 11 ATAR subject results, or by identifying that they are on a recognised pathway to university (eg Certificate IV, Enabling Program, or Portfolio Entry). Successful applicants will be made a conditional offer. The condition for students who are made offers based on their Year 11 ATAR results, will be the completion of Year 12. For students on non-ATAR pathways, the condition will be completion of Year 12 and successful completion of the pathway. Murdoch will provide offers on a rolling basis to students as soon as their application has been assessed. To be considered for an early conditional offer, applications are made through TISC and the Murdoch course shown as your first preference.

Additional information is available on the FAQs on Curtin's, ECU's, Murdoch's, Notre Dame's and UWA's early offer pages. Students should contact the Careers Office or the Director of Studies and Curriculum for advice on early offers.



## COMPARISON OF TEA/ATAR

The following table gives an indication of the minimum Tertiary Entrance Aggregate (TEA) that was required to achieve a particular Australian Tertiary Admission Rank (ATAR) for university entrance in 2024. The table can be used to roughly check an ATAR as a guide, only, to ATAR calculations for university entrance in 2025. A TEA to ATAR conversion table is constructed considering the number of students with a TEA and the number of people of Year 12 school leaving age in the state. An ATAR calculator is available on the TISC website: [www.tisc.edu.au](http://www.tisc.edu.au). The TEA is determined by adding the best 4 scores in eligible subjects. The maximum TEA, including LOTE and Mathematics bonuses is 430.

For the minimum ATARs applicable to the main round of offers for university admission in 2024, see '[ATARs and Ranks](#)' available on the TISC website.

ATAR	Minimum TEA for ATAR	ATAR	Minimum TEA for ATAR
30.00	131.6	81.00	240.3
40.00	155.8	82.00	242.9
50.00	178.2	83.00	245.5
55.00	187.1	84.00	248.3
60.00	195.8	85.00	251.4
61.00	197.7	86.00	254.2
62.00	199.5	87.00	257.3
63.00	201.5	88.00	260.7
64.00	203.4	89.00	264.7
65.05	205.6	90.00	268.7
66.00	207.2	91.00	272.9
67.00	209.5	92.00	277.8
68.00	211.5	93.00	282.8
69.00	213.7	94.00	288.5
70.05	215.7	95.00	295.2
71.00	217.5	96.00	303.6
72.00	219.5	97.00	313.4
73.00	221.4	98.00	327.4
74.00	223.7	98.50	335.4
75.00	225.9	99.00	346.0
76.00	228.1	99.50	361.1
77.00	230.3	99.70	373.3
78.00	232.7	99.80	381.6
79.00	235.4	99.90	393.4
80.00	237.8	99.95	402.5

Source 2023 TEA/ATAR summary table: <https://www.tisc.edu.au/static/guide/atar-about.tisc>

### A guide to the average final combined scaled score needed to produce various ATARs for university entrance in 2024.

- An average final mark of 80 produces a TEA of 320 or ATAR of 97.5
- An average final mark of 75 produces a TEA of 300 or ATAR of 95.55
- An average final mark of 70 produces a TEA of 280 or ATAR of 92.45
- An average final mark of 65 produces a TEA of 260 or ATAR of 87.75
- An average final mark of 60 produces a TEA of 240 or ATAR of 80.9
- An average final mark of 55 produces a TEA of 220 or ATAR of 72.2



## UNIVERSITY UNDERGRADUATE COURSE STRUCTURES

### **CURTIN UNVERSTY**

Curtin offers undergraduate degrees within the areas of Agriculture, environment and sustainability, Architecture and construction, Arts and creative industries, Business, management and law, Culture, society and Indigenous, Education, Engineering, mining and surveying, Health, Information technology, Physical science and mathematics. Double degrees are available in business and law, health sciences, humanities and science and engineering.

### **EDITH COWAN UNIVERSITY**

ECU offers an undergraduate degree within each study area of Arts & Humanities, Business & Law, Engineering & Technology, Medical & Health Sciences, Nursing & Midwifery, Science, Teacher Education and WAAPA. Within most degree courses, students can choose a specialty, or major subject.

### **MURDOCH UNIVERSITY**

Each course at Murdoch has at least one major, which shapes the core focus of a degree and introduces the key themes, concepts, and methods of the field. Students can broaden their qualifications and career options with a double major, combined degree, or with a minor or co-major, which take less time than a major and are recognised on their university transcript.

### **THE UNIVERSTY OF NOTRE DAME AUSTRALIA**

Notre Dame offers undergraduate degrees within Arts & Sciences, Business, Education, Health Sciences, Law, Medicine, Nursing & Midwifery, Philosophy & Theology and Physiotherapy.

Applications are made direct to Notre Dame. While each program has indicative academic standards that should be met, the admission criteria against which applications will be assessed are much broader. A broad assessment of a student's personal qualities, capacity to successfully complete the student's chosen program or course, and their capacity to contribute as a member of the University's community.

### **THE UNIVERSITY OF WESTERN AUSTRALIA**

UWA offers a variety of three- and four-year undergraduate degrees. Three-year degrees include Bachelor of Arts (BA), Bachelor of Automation and Robotics (BAR), Bachelor of Business (BBus), Bachelor of Biomedical Science (BBiomedSc), Bachelor of Commerce (BCom), Bachelor of Environmental Design (BEnvDes), Bachelor of Music (BMus), Bachelor of Philosophy, Politics and Economics (BPPE), Bachelor of Science (BSc).

Each undergraduate degree has a defined list of degree-specific majors and double majors available within it.

### **BACHELOR OF PHILOSOPHY (HONOURS)**

The Bachelor of Philosophy (Honours) is an inspiring and unique course where students can choose any undergraduate major (and a second major, if they wish) from any field of study. The degree comprises a three-year bachelor's course and a fourth year of honours. Study is research-intensive and includes innovative interdisciplinary project work, a scholarship-supported study abroad experiences and intensive academic mentoring – all at the highest standard of excellence.

### **DIRECT PATHWAYS**

Direct Pathways allows students to package their undergraduate and postgraduate degrees at the commencement of their studies, providing a clear progression pathway toward a professional qualification or the opportunity for accelerated completion of a degree.

### **INFORMATION ABOUT STUDY AT UNIVERSITIES OUTSIDE WA / SCHOLARSHIPS**

Students interested in applying to study at interstate or overseas universities should contact the Head of Career Development.

For information regarding scholarships, students should contact the Director of Teaching and Learning.

## ALTERNATIVE UNIVERSITY ENTRY PATHWAYS

Most universities offer a variety of options for alternative entry to undergraduate courses, which may include portfolio entry, university preparation courses and programmes, concessions, and bonus schemes. Alternative entry pathways assess the ability to succeed in higher education based on a collection of evidence such as academic records, a letter of introduction, a resume, references, and a personal interview.

Alternative entry is ideal for a student who is not eligible for an ATAR or one who has an ATAR but who may not or did not receive an offer based on an ATAR. Applications for most alternative entry courses should be made through TISC, but materials should also be submitted directly to the university concerned. In these instances, it is important to speak with the individual university's future students' advisor to make sure that the correct materials are being submitted.

### CURTIN UNIVERSITY

Click [Pathway Finder](#) to see what Curtin offers:

1. [Portfolio Entry](#) - Alternative entry is available for selected courses for those who can demonstrate equivalence to Curtin's ATAR entry through the submission of a portfolio that demonstrates evidence of academic achievements, qualifications, and ability.
2. [StepUp to Curtin Scheme](#) - is a collaboration of two Alternative Access Schemes, StepUp Entry and StepUp Equity Adjustment Admission Pathway (StepUp Bonus). Both schemes provide ATAR adjustment factors based on circumstances or location.
3. [Special Consideration](#) - Special consideration allows applicants whose educational achievements have been compromised or disadvantaged by external factors to have their admission considered considering those factors.
4. [UniReady Enabling Program](#) - For students who do not meet Curtin's admission criteria, a range of enabling programs are available.
5. Higher Education Diploma Programs
  - a. [Curtin College](#) provides qualifications ranging from pre-university to diploma programs. These qualifications guarantee a place in the second year of the related Bachelor degree, subject to meeting progression rules and admission criteria.
  - b. TAFE (VET) and other AQF Qualifications - With qualifications from [TAFE or another Australian Qualification Framework \(AQF\) recognised institution](#), you may meet Curtin's minimum academic admission criteria, enabling you to get into university. You may also be eligible for [Credit for Recognised Learning \(CRL\)](#) which enables you to be exempt from completing some units, and you may be able to finish your degree in a shorter amount of time.

### EDITH COWAN UNIVERSITY

ECU offers a range of [admission pathways](#). Please see details on the ECU admissions website.

### MURDOCH UNIVERSITY

Murdoch University offers a number of [admission pathways](#). Visit this page for further information.

#### Murdoch Institute of Technology

The Murdoch University Preparation Course (MUPC) is run by the [Murdoch Institute of Technology \(MIT\)](#). MIT also offers diplomas in business, communication and media studies, and information and communication technology. Students who successfully complete one of these diplomas may be able to apply directly into the second year of a Murdoch degree.

## ALTERNATIVE UNIVERSITY ENTRY PATHWAYS (continued)

### THE UNIVERSITY OF NOTRE DAME AUSTRALIA

Notre Dame's Tertiary Pathway Program (TPP) is an enabling program designed for students who have not met the requirements for entry into the University's undergraduate degree programs. Following successful completion of the TPP, students may gain entry to undergraduate studies in the School of Arts & Sciences, School of Business, School of Education, School of Health Sciences, School of Nursing & Midwifery and School of Philosophy & Theology.

### UWA

Alternate entry schemes allow students to be considered for entry to UWA if their results in one of the standard entry pathways are not enough to gain admission to a course. Please view the [Domestic and International Pathways](#).

## YEAR 12 PATHWAYS AT HALE SCHOOL

The purpose of a defined pathway is to provide students and parents with a clear guide to the appropriate post school destination for each student. The common post-school destinations are university entry within Australia or overseas, TAFE college certificate or diploma courses, apprenticeships, or traineeships.

There are two defined study pathways for Year 12 students at Hale School. It is anticipated that all students will achieve the WA Certificate of Education (WACE) on completion of Year 12, regardless of their chosen pathway.

### 1. ATAR entry pathway to university

Year 12 students' study five or six ATAR courses with a view to obtaining an ATAR above 70 for university entrance. This pathway is suitable for most Year 12 students, offers entry to a wide variety of university courses and requires students to sit external ATAR examinations.

### 2. The Vocational Education and Training (VET) Programme

- a. Students achieve the WACE and study five or six General courses. They attend an off-campus training course at a Registered Training Organisation (RTO) one day per week in Semester 1 and a work placement one day per week in Semester 2. Students will achieve an Australian Qualification Framework (AQF) Certificate qualification. Some students commence an apprenticeship on completion of the VET programme. Students usually study General courses which do not include ATAR examinations. See page 18 for more information about the VET programme.
  
- b. Students pursue alternative university entrance pathways, such as Australian Qualifications Framework (AQF) entry pathway to university. Year 12 students study an AQF Certificate IV qualification on site or with a Registered Training Organisation (RTO), one day per week, with or without work placements, along with General English and four/five other courses. Students taking this pathway that gain the full qualification and an "A" grade in General English will be awarded a nominal ATAR of 70 for university entry to most courses at Curtin, Edith Cowan Universities and/or Murdoch. This pathway is suitable for students who are likely to achieve an ATAR below 70 from a purely ATAR examination course selection. See pages 19-20 for more information about AQF qualifications. Please read the many alternative entry pathways to university to inform yourself of this pathway.

## GENERAL COURSES, VOCATIONAL EDUCATION AND TRAINING (VET)

General Pathway (VET) students have the option of applying for AQF VET Certificate II, III and/or IV courses, drawn from a vocational area of interest to them, off-campus, one day per week at a Registered Training Organisation (RTO) or TAFE. Workplace learning ([ADWPL](#)) in an employment area of interest to the student can also be arranged. Workplace learning will take place one day per week and/or in two blocks. The first block is during the Semester 1 examination period in June and the second block is during the Semester 2 examination period in November.

The range of courses that are currently studied by Hale School students are in areas such as Automotive Servicing, Building and Construction, Business, Education Support, Events, Fitness, Preparation for Health, and Nursing Studies, Plumbing and Screen & Media. These options change year to year depending on funding and lecturer availability.

There are 3 main programs that are available to students to apply for, they are:

### 1. CareerLink Programme

Hale School is one of eight independent schools that established the **CareerLink** organisation in 1998 to provide a range of AQF training courses and workplace learning options for our students.

### 2. Apply via North and/or South Metropolitan TAFE VET in Schools profile funded courses

TAFE offers a range of courses and pre-apprenticeships as part of their VET in Schools profile funded courses.

### 3. Apply directly to an RTO

Students can apply to any Registered Training Organisation (RTO) that offer a VET in Schools model delivery course in an industry area of their interest.

To view and apply for these courses, you must visit the [Hale Portal](#) and meet with the Head of Career Development for a career conversation.

## OUTLINE OF YEAR 12 GENERAL PATHWAY (VET)

As students will be attending off-campus training and/or workplace learning one day per week, selecting suitable subjects will be important in managing their workload. A typical Year 12 General Pathway (VET) student course selection includes six school-based courses:

- General English (or ATAR English)
- General Mathematics (or a higher maths course if the student can pass the subject, especially if they are considering careers in the computing or electrical professions)
- Certificate IV in Work Skills for Careers Enhancement & Management and Certificate IV in Business in Year 12
- Three other General WACE courses
- Plus, one off-campus training course and/or workplace learning (ADWPL) via 3 main programs mentioned above.

## ACHIEVEMENT OF THE WACE

Students who complete a Certificate qualification in either Year 11 or in Year 12 will be credited with C grades towards their WACE for these Certificate qualifications. The number of C grades will be determined by the level of the Certificate qualification and number of Certificate qualification and/or endorsed programs completed.

## UNIVERSITY PATHWAYS

It is possible for students who enter the VET Programme to apply for university via the many alternative pathways to university now available.

## AUSTRALIAN QUALIFICATIONS FRAMEWORK (AQF) CERTIFICATE COURSES

### WHAT ARE AQF CERTIFICATE COURSES?

AQF Certificate courses are vocational courses that have been developed to meet the needs of a particular industry. Students complete a range of Units of Competency, each of which is transferable to other courses of study. On completion of the required number of Units of Competency, students achieve the nationally recognised AQF Certificate qualification (I, II, III or IV), which provides pathways for future training and employment. AQF Certificate courses provide students with industry recognised employment skills including valuable communication, teamwork, and problem-solving skills which are transferable in many industries, as well as identified industry specific skills. Students also learn about occupational health and safety and the use of technology within the industry being studied. Visit the Australian Qualifications Framework website for further information: <https://www.aqf.edu.au/>

### ACHIEVEMENT OF THE WACE

Students who complete a Certificate II qualification or higher in either Year 11 or in Year 12 will meet the Achievement Standard requirement for the WACE. In addition, of the 20 units required for the WACE, a maximum of eight may be substituted by the achievement of an AQF Certificate. This can be advantageous to students who may be at risk of not achieving the WACE.

### GAINING ADMISSION TO UNIVERSITY

An Australian Tertiary Admissions Rank (ATAR) is not the only way of getting into university in Western Australia. AQF Certificates can be a steppingstone to university and a significant number of AQF training graduates gain admission to Australian universities every year. As an AQF training graduate you need to apply through the Tertiary Institutions Services Centre (TISC) for admission to public universities for the start of year intake. Some AQF courses have specific cooperative arrangements with universities. Students graduating from these courses can gain up to one year's credit or advanced standing in an associated undergraduate degree at university.

### ENTRY TO TAFE COURSES

The criteria for TAFE entry are different from those for university entry. ATAR course examination results and the ATAR are not required. To meet the minimum entry requirements for non-competitive courses, Year 12 students need to demonstrate minimum literacy and numeracy skills or AQF qualification levels. For Certificates I, II or III these can be demonstrated through achievement in the Online Literacy and Numeracy Assessment (OLNA) or achievement of Band 8 in Year 9 NAPLAN tests or achievement of C Grades in Year 10 English and Maths. For Diploma or Advanced Diploma courses, achievement of the WACE is required. Some courses may specify entrance requirements, such as maths or a folio. Some courses require students to commence at a level specified in the training package. For further details about TAFE courses, visit: <http://www.fulltimecourses.tafe.wa.edu.au/>

### ENTRY TO COMPETITIVE TAFE COURSES

Applicants for competitive TAFE courses need to demonstrate both the minimum literacy and numeracy skills/AQF qualification levels and respond to selection criteria, which merits a maximum of 90 points. Applicants will be ranked and offers will be made to applicants with the highest total point scores in relation to Academic Achievement (60 points) and Work History (30 points) selection criteria. For further details, visit:

<http://www.fulltimecourses.tafe.wa.edu.au/sites/default/files/uploads/TAFE-admissions-guide-V2-Final.pdf>

#### Academic achievement (maximum 60 points)

- Secondary Education results (Years 10-12) earn 14-20 points per Year 12 subject.
- AQF qualifications completed at school (Cert I, II, III or IV) earn 10-60 points for students who wish to apply for further TAFE study on completion of Year 12.

#### Work history (maximum 30 points)

Credit for total hours worked at 0.003 points per hour:

- Employment
- Work experience
- Community services/volunteer work

## AUSTRALIAN QUALIFICATIONS FRAMEWORK (AQF) CERTIFICATE COURSES (continued)

### AQF CERTIFICATE COURSES AT HALE SCHOOL

A variety of AQF Certificate courses are available for students in Year 11 and 12. The specific courses vary, depending on the interests of the students, from year to year.

**Certificate II, III and IV courses are currently offered in Years 11 and 12 as part of the VET programme. (For these courses, training takes place off campus at a TAFE college. Work placements are an integral part of the programme in Year 12). The courses offered vary according to student interest and may include:**

Certificate II Automotive Vocational Preparation AUR20716

Certificate II Building and Construction Pathways 52824WA

Certificate II Data and Voice Communications UEE20711

Certificate II Electrotechnology UEE22011

Certificate II Plumbing 52700WA

Certificate III Business BSB30115

Certificate III Education Support CHC30213

Certificate III Events SIT30516

### IMPORTANT CONSIDERATIONS WHEN PLANNING A TAFE COURSE OF STUDY

- Most of the points available in the selection criteria are for Academic achievement. Students should therefore choose subjects in which they can perform well.
- Work experience and community service should be planned early, documented fully and references obtained.
- Completing AQF qualifications through the [VET programme](#) in Year 11 and 12 can substantially improve opportunities for TAFE course selection.
- It is increasingly possible to transfer from completed TAFE courses to a range of university courses, with substantial credit.
- General trends regarding TAFE entry are:
  - About 80% of TAFE applicants receive their first or second preference.
  - Because entry is driven by demand and supply, the entry scores for the same course vary considerably between TAFE colleges in different localities and are generally lower for TAFE colleges in rural and regional areas.



## WACE AWARDS

Exhibitions and awards are granted by the School Curriculum and Standards Authority to senior secondary students studying SCSA WACE courses and vocational education and training (VET). The awards recognise individual excellence in senior secondary schooling. Both overall educational excellence and course-specific excellence are recognised. The final decision on the granting of each award is made by the School Curriculum and Standards Authority's Exhibitions and Awards Committee.

**The Beazley Medal: WACE** is awarded for excellence to the eligible student who achieves the top WACE award score which is used to rank students for general exhibitions. The **WACE Award Score** is based on the average of five equated examination scores in ATAR courses, calculated to two decimal places, with at least two from each of List A and List B subjects. Where an examination includes both written and practical components an appropriate statistical process will be used to combine the examination marks. The WACE Award Score is used to rank students for general exhibitions and thus determines the top student in the state for ATAR courses. The equating process applied in calculating the WACE award score is based on the examination only and is not the same as the scaling process used by TISC to determine ATARs, which is based on school and examination marks.

**The Beazley Medal: VET** is awarded for excellence in studies that include VET qualifications. It is awarded to the eligible student who has demonstrated the most outstanding overall performance in a VET Certificate II or higher and in their other WACE achievements. Students eligible for this award will have achieved the WACE and achieved a VET exhibition in one of the industry areas.

Fifty awards, known as **General Exhibitions**, are awarded to eligible students who obtain the fifty highest WACE Award Score. General Exhibitions recognise outstanding achievement in Year 12 ATAR examination courses.

**General Exhibition (ATSI)** may be awarded to the Aboriginal and Torres Strait Islander student who is eligible and achieves the highest WACE award score among those students eligible for this award.

A **Special General Award** is presented to students not eligible for the award of a General Exhibition because they have not satisfied the general criteria for eligibility, but who have otherwise achieved the requirements for the award of a General Exhibition and whose WACE award score is not below the lowest score for which a General Exhibition is awarded.

A **Subject Exhibition** may be awarded to the eligible student obtaining the highest examination mark for each ATAR course, provided that at least 100 candidates sat the examination. To be eligible for a subject exhibition, the student must have completed the pair of Year 12 units in the course in the year of the award and have not previously sat the ATAR course examination for that course. Where a course includes both written and practical components, a subject exhibition is awarded to the student obtaining the highest examination score, which is calculated as the weighted average of the statistically equated examination marks of the two components.

A **Special Subject Award** may be presented to a candidate not eligible for a Subject Exhibition because they have not satisfied the general criteria for eligibility but who have otherwise achieved the requirements for a Subject Exhibition. Only one award will be available in that subject.

**Subject Certificates of Excellence** are awarded to eligible candidates who are in the top 0.5 per cent of candidates in each ATAR course examination, based on the examination mark, or the top two candidates (whichever is the greater) in a course where at least 100 candidates sit the ATAR course examination. The number of Certificates of Excellence issued for each subject is based on the number of candidates who sit the ATAR course examination. Where a course includes both written and practical components the examination mark will be determined using an appropriate statistical process to combine the two examination marks.

A **Special Subject Certificate of Excellence** is awarded to candidates not eligible for the award of a Subject Certificate of Excellence because they have not satisfied the general criteria for eligibility, but who have otherwise achieved the requirements for the award of a Subject Certificate of Excellence. It will be awarded only to candidates who are in the top 0.5 per cent of candidates who sit the ATAR course examination.

**WACE AWARDS** (continued)

A **VET Exhibition** may be awarded to the eligible student who has demonstrated the most outstanding performance in an AQF Certificate II or higher. The student who is ranked first in the selection process for a VET Certificate of Excellence may be awarded the VET Exhibition in that industry area.

A **Special VET Award** may be presented to a student who has satisfied the requirements for a WACE at the time of the determination of the award/exhibition but is not eligible for the VET Exhibition because they have not satisfied the remaining general criteria for eligibility. Only one award will be available in each listed industry area.

**Certificates of Excellence (VET)** may be awarded to eligible Year 12 students who complete an AQF Certificate II or higher in one of nine industry areas. The units of competency achieved for the certificate may have been undertaken in VET industry specific courses or VET credit transfer programmes. Eligible students will have completed a nationally recognised VET qualification to a minimum of AQF level II and at least two-unit equivalents of workplace learning in a related industry area. A nomination process, involving application and interview, exists for VET Certificates of Excellence.

**Certificates of Merit** and **Certificates of Distinction** recognise student achievement in the WACE and are dependent on the degree of difficulty of the courses and programs undertaken, together with the student’s level of achievement. These awards will be based solely on the grades awarded to students by their schools.

A Certificate of Merit or a Certificate of Distinction is to be awarded to each eligible student who, in their last three consecutive years of senior secondary school WACE enrolment, accumulates:

Certificates of Merit: 150–189 points

Certificates of Distinction: 190–200 points

Points per unit	ATAR Course	General Course	Foundation Course	VET Qualification	Maximum points per VET qualification
10	A				
9	B			Certificate IV+ Replaces two Year 11 and four Year 12 units	54
8		A		Certificate III Replaces two Year 11 and four Year 12 units	48
7					
6				Certificate II Replaces two Year 11 and two Year 12 units	24

The allocation of points for the achievement of Certificates of Merit and Distinction are according to the following rules:

- Points are accrued at the unit level
- Points are accrued from 20 Year 11 and Year 12 units, of which at least 10 must be Year 12 units
- The units used to calculate a student’s points will be those that maximise the student’s score (maximum points = 200)
- If a unit/course is repeated, the result for the first attempt is used in the determination of these awards
- Unit equivalents from AQF certificates achieved can be used to meet the requirements. A maximum of 8 unit equivalents can be used. An AQF certificate II or higher must be achieved. Achieved certificates in the following combination maybe used: one Certificate III or above, two Certificate II
- Endorsed programs may contribute a unit equivalence of up to four units – two Year 11 units and two Year 12 units. Endorsed programs and AQF VET certificates are not allocated points and do not reduce the number of points required.

**Certificates and Medallions**

The recipients of the Beazley Medal; WACE and Beazley Medal; VET receive a certificate, medallion, and a monetary prize of \$2,000. In the event of a tie for either award, each student in the tie is to be granted a medallion and a monetary prize of \$2,000. The recipients of General Exhibitions, Special General Awards and General Exhibition (ASTI) receive a certificate, medallion, and a monetary prize of \$500. The recipients of Subject Exhibitions, Special Subject Awards, VET Exhibitions and Special VET Awards receive a certificate, a medallion, and a book voucher for \$75. All other award winners receive a certificate.

Exhibition and Medal winners are presented with their awards at an SCSA presentation ceremony in February.

The derived examination mark resulting from a sickness/misadventure claim may not be included in the determination of exhibitions and awards.

## HALE SCHOOL ACADEMIC AWARDS in Years 10, 11 and 12

### YEAR 11 CERTIFICATE

All Year 11 students will receive a Year 11 Certificate. It records the academic results achieved at the end of Year 11. Final semester marks and/or grades are recorded for each WACE course. Students who achieve a 'B' grade average or better, with no more than two 'C' grades, in total at the end of Year 11 will receive the *Certificate of Distinction*.

The Director of Studies and Curriculum will determine the final list of students eligible to receive Year 11 Certificates of Distinction. Students who qualify for the *Year 11 Certificate of Distinction* also qualify for Academic Symbols. Students who achieve 12 'A' grades in Year 11 course units qualify for Academic Colours.

### ACADEMIC HONOURS, COLOURS AND SYMBOLS

Academic awards are made to reflect either academic achievement across all subjects in a student's course or outstanding achievements in particular areas of performance as set out in the following statement of criteria:

#### 4.1 Year 10

##### 4.1.1 Symbols

Symbols may be awarded to a Year 10 student who achieves outstanding results in state, national or international academic competitions or awards, as decided by Heads of Department.

##### 4.1.2 Colours or Honours

Colours or Honours may be awarded for achievement in category 4.1.1, above, in exceptional circumstances, as decided by Heads of Department.

#### 4.2 Year 11

##### 4.2.1 Symbols

- i) Symbols will be awarded to students who achieve a 'B' grade average or better, with no more than two 'C' grades in total in Year 11 WACE course units.
- ii) Symbols may be awarded to a Year 11 student who achieves outstanding results in state, national or international academic competitions or awards, as decided by Heads of Department.
- iii) The Director of Studies and Curriculum, on recommendation to the Headmaster, may vary these criteria in extraordinary circumstances.

##### 4.2.2 Colours

- i) Colours will be awarded to boys who achieve twelve 'A' grades in Year 11 WACE course units.
- ii) Colours may be awarded for achievement in category 4.2.1 (ii), above, in exceptional circumstances, as decided by Heads of Department.
- iii) The Director of Studies and Curriculum, on recommendation to the Headmaster, may vary these criteria in extraordinary circumstances.

##### 4.2.3 Honours

Honours may be awarded for achievement in category 4.2.1 (ii), above, in exceptional circumstances, as decided by Heads of Department.

#### 4.3 Year 12

##### 4.3.1 Symbols

- i) Symbols will be awarded to students who have not already been awarded Symbols and whose final results include **either** ten 'B' grades or better **or** at least two 'A' grades, six 'B' grades and no more than two 'C' grades in Year 12 WACE course units.
- ii) Symbols may be awarded to a Year 12 student who achieves outstanding results in state, national or international academic competitions or awards, as decided by Heads of Department.

**HALE SCHOOL ACADEMIC AWARDS in Years 10, 11 and 12 (continued)**

- iii) The Director of Studies and Curriculum, on recommendation to the Headmaster, may vary these criteria in extraordinary circumstances.

**4.3.2 Colours** may be awarded to those who have not already been awarded colours; and

- i) whose final results include ten 'A' grades in Year 12 WACE course units, or
- ii) a total of twenty 'A' grades and at least two 'B' grades in Year 11 and Year 12 WACE course units, or
- iii) achieve an Australian Tertiary Admission Rank (ATAR) of 98 or above, or
- iv) achieve outstanding ATAR Examination results (generally this will be the achievement of a Certificate of Distinction or a Subject Exhibition), as decided by the Headmaster and Heads of Department, or
- v) achieve outstanding results in state, national or international academic competitions or awards held during Year 12, as decided by Heads of Department.
- vi) The Director of Studies and Curriculum, on recommendation to the Headmaster, may vary these criteria in extraordinary circumstances.

**4.3.3 Honours** may be awarded

- i) in recognition of outstanding ATAR Examination performance. Generally, this will be the achievement of a General Exhibition, but the award will be at the discretion of the Headmaster and Heads of Department.
- ii) to a Year 12 student who achieves outstanding results in 4.3.2 (iv), above, as decided by Heads of Department.

## ESSENTIAL ADVICE FOR ALL STUDENTS AND PARENTS: A SUMMARY

### IN MAKING CHOICES FOR YEAR 11, STUDENTS SHOULD NOTE THE FOLLOWING:

- 1 You must select **six** courses in Year 11.
- 2 It is compulsory to study an English course, either ATAR, General, Literature or EALD.
- 3 You must choose at least one course from each of List A (arts/languages/social science) and List B (mathematics/science/technology).
- 4 Choose courses in which you can achieve at least a C grade.
- 5 Be realistic in your choice. Seek advice from teachers, school psychologists and Heads of House.
- 6 Choose courses which have interested you in the past and which you have enjoyed.
- 7 Choose courses that are the pre-requisite courses for the tertiary courses which interest you.
- 8 Choose courses that keep your options open. In other words, choose a group of courses which cover the pre-requisites for as wide a range of university or TAFE courses as possible. Remember that a wide range of alternative pathways to university do not require an ATAR.
- 9 Note the unacceptable course combinations given on page 10-11. These combinations are unacceptable in relation to the calculation of the ATAR. Both courses may be chosen, but the result in only one course may be used to calculate the ATAR.
- 10 Students wishing to pursue tertiary education with a private training provider or TAFE college should refer to the advice on pages 19 and 20 and the information about the CareerLink and VET Programme on page 18. It is important to examine the specific entrance criteria very carefully, to optimise opportunities for selection to the desired course.

### ADVICE FOR STUDENTS AND PARENTS

Decisions about courses of study for Year 11, 2024, and Year 12, 2025, require careful, unhurried and well-informed communication between students, parents and the School. Course selections must be made in the light of a student's abilities, interests, and career plans and with an understanding of the requirements for achievement of the Western Australian Certificate of Education (WACE), gaining an Australian Tertiary Admission Rank (ATAR), and of entry criteria and available entry pathways for universities, TAFE or other post-secondary options.

### Talks for Parents

An important presentation for parents of Year 10 students will be given at the start of Term 3 2024 on **Monday 15 July**, 5.00pm-6.00pm in the Auditorium of the John Inverarity Music and Drama Centre. It is important that all Year 10 parents try to attend the talk. Attendance at the talk is optional for students as they will receive a separate talk at school during the first week of Term 3.

Detailed information regarding the **VET** programme will be communicated in Term 3. The Career Development Department at Hale School will send out further information about this.

**Heads of House** will conduct formal meetings to discuss course selection for Year 11 and 12 with each student in the first half of Term 3. Parents are encouraged to contact their son's Head of House to participate in this meeting.

The School makes specific **course recommendations** for each Year 10 student regarding Year 11 English and Mathematics courses and gives advice if any specific course is NOT recommended. Parents are invited to contact Heads of House from **Wednesday 31 July** (Week 3 of Term 3), to obtain this information.

## ESSENTIAL ADVICE FOR ALL STUDENTS AND PARENTS: A SUMMARY (continued)

*The Head of Career Development and Career Development Department is available for further assistance about tertiary entrance matters, requirements for university or TAFE applications and the VET Programme.*

Brief descriptions of the courses available in Year 11, 2024, and Year 12, 2025, commence on page 27. **Heads of Department** can provide specific details about the courses, please see the document 'Notes for Year 10 Boys and Parents on Course Selection for Year 11, 2025' which accompanies this Handbook for a list of Heads of Departments.

A summary of the post-school destinations of the Year 12 2022 cohort is shown on page 94-95.

## ACCOUNTING AND FINANCE (an ATAR Course)

The **ATAR Accounting and Finance** 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.

Through engagement with the course, students develop an understanding of the fundamentals on which accounting and financial management are based. Many students will find themselves self-employed and there is a high probability that they will have to engage in some form of accounting practices. Understanding these practices enables them to analyse their own financial data and make informed decisions based on that analysis.

Students who satisfactorily complete Accounting and Finance units 1 and 2 in Year 11, would select Accounting and Finance units 3 and 4 in Year 12. **This course is suitable for students who intend to sit the ATAR examination in Year 12 and obtain an Australian Tertiary Admission Rank (ATAR).**

### Accounting and Finance - ATAR Course

#### AEACF - Year 11 units, 2025:

**Unit 1:** The focus for this unit is on double entry accounting for small businesses. Students apply their understanding of financial principles, systems, and institutions to manage financial information and make decisions in a variety of small businesses. Students develop an understanding of the rationale for the use of particular conventions and principles and the consequences of disregarding them. Students record and process financial information using the double entry system and apply the principles of the Goods and Services Tax (GST). Students learn about the various forms of business organisations adopted by small business.

**Unit 2:** The focus for this unit is on accrual accounting. Students apply financial systems and principles to the operations of businesses and distinguish between cash and accrual methods of accounting. Students prepare and analyse financial reports for a variety of types of business organisations and become familiar with the main aspects of electronic processing of financial data. Students learn of the role and functions of the professional accounting and financial associations.

#### ATACF - Year 12 units, 2025:

**Unit 3:** The focus for this unit is on internal management for business. Students prepare and interpret budgets and performance reports in relation to forecasting a business's future. The unit distinguishes between internal and external reporting requirements. Decision-making processes using cost accounting techniques are a feature of the unit. The unit focuses on critical analysis of financial information. The unit also explores the importance of short and long-term planning for business.

**Unit 4:** The focus for this unit is on Australian reporting entities and how they are regulated by the *Corporations Act 2001*. The *Conceptual Framework for Financial Reporting* (the *Conceptual Framework*) and the Accounting Standards are used in the preparation of the financial statements for a reporting entity. The financing options of larger entities are identified and evaluated, particularly in relation to conformity with basic principles, including profitability and stability. The unit addresses corporate social disclosure issues and ethical behaviour within corporations.

### Assessment

Students will be assessed in four outcomes relating to **financial conceptual understanding, factors influencing financial decisions, financial systems, and analysis and interpretation of financial information**. Types of assessment will include tests, projects, and an examination.



**ACCOUNTING AND FINANCE (an ATAR Course) (continued)**

Type of assessment: Accounting and Finance ATAR course	Weighting Year 11	Weighting Year 12
<p><b>Tests</b> 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.</p>	50%	50%
<p><b>Project</b> 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.</p>	10%	10%
<p><b>Examination</b> The examination assesses work covered in the units completed. The examination is typically conducted at the end of each semester and/or unit and reflects the examination design brief for this syllabus.</p>	40%	40%

## APPLIED INFORMATION TECHNOLOGY (choice of ATAR or General Course)

The **ATAR and General Applied Information Technology** courses provide students with the knowledge and skills to use a range of computer hardware and software to create, manipulate and communicate information in an effective, responsible and informed manner. Students develop an understanding of computer systems; the management of data; and they use a variety of software applications to investigate, design, construct and evaluate digital products and digital solutions. Students investigate client-driven issues and challenges, devise solutions, produce models or prototypes and then evaluate and refine the developed digital product and solution. The courses offer pathways to further studies and a range of technology-based careers, and a set of skills that equip students for the 21st century and give them an appreciation of the impact of information technology on society.

Applied Information Technology is offered in two distinct pathways, where students must select either a General or an ATAR course of study.

- 1 Students who select the ATAR Course Units 1 and 2 in Year 11 will have the option to study the ATAR course units 3 and 4 in Year 12. **This course is suitable for students who intend to sit the ATAR examination in Year 12 and obtain an Australian Tertiary Admission Rank (ATAR).**
- 2 Students who select the General Course Units 1 and 2 during Year 11 may choose to study the General Course Units 3 and 4 in Year 12. As there is no examination requirement for General units, this selection is **not suitable** for students who require an Australian Tertiary Entrance Rank (ATAR) but is highly suited to students who wish to apply for entrance to university via alternative pathways or to TAFE.

### Applied Information Technology - ATAR Course

#### AEAIT - Year 11 units, 2025:

**Unit 1:** The focus for this unit is **media information and communication technologies**. The emphasis is on the use of digital technologies to create and manipulate digital media. Students use a range of applications to create visual and audio communications. They examine trends in digital media transmissions and implications arising from the use of these technologies.

**Unit 2:** The focus for this unit is **digital technologies in business**. Skills, principles, and practices associated with various types of documents and communications are emphasised. Students identify the components and configuration of networks to meet the needs of a business. Students design digital solutions for clients being mindful of the various impacts of technologies within legal, ethical, and social boundaries.

#### ATAIT - Year 12 units, 2025:

**Unit 3:** This unit focuses on **the use of applications to create, modify, manipulate, use and/or manage technologies**. Students consider the nature and impact of technological change and the effect this has when creating products for a particular purpose and audience.

**Unit 4:** This unit focuses on **the production of a digital solution for a particular client**. Students undertake the management of data and develop an appreciation of the social, ethical, and legal impacts of digital technologies within a global community.

OR

### Applied Information Technology - General Course

#### GEAIT - Year 11 units, 2025:

**Unit 1:** The focus of this unit is to **enable students to use technology to meet personal needs**. Students develop a range of skills that enable them to communicate using appropriate technologies and to gain knowledge that assists in communicating within a personal context.

**Unit 2:** The focus of this unit is to **enable students to use a variety of technologies to investigate managing data, common software applications and wireless network components required to effectively operate within a small business environment**. They examine the legal, ethical, and social impacts of technology within society.

**APPLIED INFORMATION TECHNOLOGY (choice of ATAR or General Course) (continued)**

**GTAIT - Year 12 units, 2025:**

**Unit 3:** The emphasis of this unit is on **the use of digital technologies to create and manipulate digital media**. Students use a range of applications to create visual and audio communications. They examine trends in digital media transmissions and implications arising from the use of these technologies.

**Unit 4:** The emphasis of this unit is on **the skills, principles and practices associated with various types of documents and communications**. Students identify the components and configuration of networks to meet the needs of a business. Students design digital solutions for clients, being mindful of the various impacts of technologies within legal, ethical, and social boundaries.

**Assessment**

All students complete a major project in an area of their own choice. There are three assessment tasks, including an examination, that are used to produce a course mark and grade for each unit. The types of assessment will include Project, Short Answer, Extended Answer and Examination.

Type of assessment: Applied Information Technology ATAR course	Weighting Year 11	Weighting Year 12
<p><b>Project</b> 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.</p>	40%	40%
<p><b>Short answer</b> 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.</p>	15%	10%
<p><b>Extended answer</b> 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.</p>	15%	10%
<p><b>Examination</b> 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.</p>	30%	40%

## BIOLOGY (an ATAR Course)

The **ATAR Biology** course explores ways in which scientists work collaboratively and individually in a range of integrated fields to increase understanding of an ever-expanding body of biological knowledge. Students develop their investigative, analytical and communication skills through field, laboratory, and research investigations of living systems and through critical evaluation of the development, ethics, applications, and influences of contemporary biological knowledge in a range of contexts. Studying the Biology ATAR course provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers including those in medical, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation, and eco-tourism. This course will also provide a foundation for students to critically consider and to make informed decisions about contemporary biological issues in their everyday lives.

Students who satisfactorily complete Biology units 1 and 2 in Year 11, would select Biology units 3 and 4 in Year 12. **This course is suitable for students who intend to sit the ATAR examination in Year 12 and obtain an Australian Tertiary Admission Rank (ATAR).**

### Biology - ATAR Course

#### **AEBLY - Year 11 units, 2025:**

##### **Unit 1: Ecosystems and biodiversity**

This unit focuses on **Ecosystems and Biodiversity**. The current view of the biosphere as a dynamic system composed of Earth's diverse, interrelated and interacting ecosystems developed from the work of eighteenth and nineteenth century naturalists who collected, classified, measured, and mapped the distribution of organisms and environments around the world. Students investigate and describe a number of diverse ecosystems, exploring the range of biotic and abiotic components to understand the dynamics, diversity and underlying unity of these systems.

##### **Unit 2: From single cells to multicellular organisms**

This unit focuses on Cells and Multicellular Organisms. The cell is the basic unit of life. Students examine inputs and outputs of cells to develop an understanding of the chemical nature of cellular systems, both structurally and functionally, and the processes required for cell survival. Students investigate the ways in which matter moves and energy is transformed and transferred in the processes of photosynthesis and respiration, and the role of enzymes in controlling biochemical systems.

#### **ATBLY - Year 12 units, 2025:**

##### **Unit 3: Continuity of species**

The focus is Continuity of Species. Heredity is an important biological principle as it explains why offspring (cells or organisms) resemble their parent cell or organism. Organisms require cellular division and differentiation for growth, development, repair, and sexual reproduction. Students investigate the biochemical and cellular systems and processes involved in the transmission of genetic material to the next generation of cells and to offspring. They consider different patterns of inheritance by analysing the possible genotypes and phenotypes of offspring. Students link their observations to explanatory models that describe patterns of inheritance and explore how the use of predictive models of inheritance enables decision making.

##### **Unit 4: Surviving in a changing environment**

The focus is **Surviving in a changing environment**. In order to survive, organisms must be able to maintain system structure and function in the face of changes in their external and internal environments. Changes in temperature and water availability, and the incidence and spread of infectious disease, present significant challenges for organisms and require coordinated system responses. Students investigate how homeostatic response systems control organisms' responses to environmental change – internal and external – in order to survive in a variety of environments, as long as the conditions are within their tolerance limits. Students study changes in the global distribution of vector-borne infectious diseases. They consider the factors that contribute to the spread of infectious disease and how outbreaks of infectious disease can be predicted, monitored, and contained.

**BIOLOGY (an ATAR Course) (continued)**

**Assessment**

Type of assessment: Biology ATAR course	Year 11 Weighting
<p><b>Science inquiry</b>            Science inquiry involves identifying and posing questions; planning, conducting, and reflecting on investigations; processing, analysing and interpreting data; and communicating findings.  <b>Science Inquiry: Practical</b>            Practical work can involve a range of activities, such as practical tests; modelling and simulations; observation checklists; and brief summaries of practical activities.  <b>Science Inquiry: Investigation</b>            Investigations are more extensive activities, which can include experimental testing; environmental and field work; conducting surveys; and comprehensive scientific reports. Field work or an environmental investigation must be conducted in Unit 1.</p>	30%
<p><b>Extended response</b>            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; exercises requiring analysis; and interpretation and evaluation of biological information in scientific and media texts.</p>	10%
<p><b>Test</b>            Tests typically consist of multiple-choice questions, and questions requiring short and extended answers.</p>	20%
<p><b>Examination</b>            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.</p>	40%

## BUSINESS MANAGEMENT AND ENTERPRISE (a General Course)

The **General Business Management and Enterprise** 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, day-to-day running, 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 General course aims to prepare all students for a future where they will need to identify possibilities and create opportunities within a business environment and to participate in the dynamic world of business.**

As there is no examination requirement for General units, The **General Business Management and Enterprise** course is **not suitable** for students who require an Australian Tertiary Entrance Rank (ATAR) but is highly suited to students who wish to apply for entrance to university via alternative pathways or to TAFE.

### Business Management and Enterprise – General Course

#### GEBME – Year 11 units, 2025:

**Unit 1:** The focus for this unit is on establishing a small business in Australia. It explores business startups and the factors that contribute to business success. Students will learn about the legal requirements for setting up a business, the marketing mix, and the role of human resources in a business. Entrepreneurship and innovative thinking are introduced, generating ideas and proposals suitable for business ventures. These proposals are then developed into a simple business plan.

**Unit 2:** The focus for this unit is on operating a small business in Australia. The concepts of marketing, innovation, creating a competitive advantage and the key factors effecting consumer decision making are introduced. Legal aspects of running a business, including the rights and responsibilities of employee and employer are investigated. Through business simulations in the school environment, the unit provides hands on experience in running a small business.

#### GTBME – Year 12 units, 2025:

**Unit 3:** 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. Students investigate the features of successful marketing campaigns and report on how businesses succeed and prosper through methods, such as expansion in products, market share or diversification. The unit explores how the marketing plan contributes to the overall business plan.

**Unit 4:** The focus of this unit is on business growth and the challenges faced by businesses expanding at a national level. The unit explores issues in the business environment, including the importance of intellectual property in protecting business ideas and the purpose and features of a marketing strategy. The unit addresses the significance of employee motivation and the development of a business plan in the overall success of expansion.

**BUSINESS MANAGEMENT AND ENTERPRISE (a General Course) (continued)**

**Assessment**

The table below provides details of the assessment types for the Business Management and Enterprise General Year 11 and 12 syllabus and the weighting for each assessment type.

Type of assessment	Weighting (Year 11)	Weighting (Year 12)
<p><b>Business research</b> 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 could be written, oral or multimedia.</p> <p>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.</p>	40%	30%
<p><b>Response</b> Students analyse business situations and/or issues.</p> <p>Formats can include written or oral response to scenarios, case studies, preparation of recommendations, reports, or any other form that demonstrates critical analysis and preparation of business information.</p> <p>Students can be required to respond to multiple choice, short answer and/or extended answer questions under test conditions.</p>	60%	55%
<p><b>Externally set task – YEAR 12 ONLY</b> A written task or item or set of items of 50 minutes duration developed by the School Curriculum and Standards Authority and administered by the school.</p>	N/A	15%



## CAREER AND ENTERPRISE (a General Course)

Note: Students who choose the CareerLink pathway in Year 11 must study the Career and Enterprise General course. Collaboration, workplace skills and teamwork skills learned in Career and Enterprise will be valuable to all students studying a VET course in Year 11. The off-campus training and work placements undertaken in the VET and/or CareerLink Programme will be reviewed and discussed in the Career and Enterprise class.

The **General Career and Enterprise** 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 course aims to provide students with the knowledge, skills and understanding to enable them to be enterprising and to proactively manage their own careers. The Career and Enterprise General course has been constructed using, and is strongly aligned to, the knowledge, skills, and understandings from the Core Skills for Work Development Framework (2013) and the Australian Blueprint for Career Development (the Blueprint).

This course is focused on career development learning and is enhanced by access to workplaces, work experiences and workplace learning programs.

### Career and Enterprise – General Course

#### GECAE – Year 11 units, 2025:

**Unit 1:** The focus of this unit is exploring work and networks. Students develop an understanding of aspects of work, such as part-time, full-time, flexi hours, volunteer work and unemployment. They learn that positive self-esteem and self-management are required to access work opportunities and acquire skills to build careers. Students learn the basic organisation and roles associated with different workplace structures, and develop awareness that employment is connected with responsibility for themselves and others. Students understand that transitions can be facilitated by resources made available through the family, school, workplace and community, and that these groups assist young people to learn what is expected of them as workers.

**Unit 2:** The focus of this unit is entry-level work readiness. Students explore the attributes and skills necessary for employment, and identify their personal strengths and interests, and the impact these have on career development opportunities and decisions. An audit is conducted of career competencies, knowledge, behaviours, values and attitudes, and an autobiographical profile is developed. This profile is used, together with simple work search tools and techniques, to commence planning career development options. An exploration is made of workplaces, organisation and systems, and also employment as a contractual agreement. The roles, rights and responsibilities of individuals are defined and assessed according to legal, ethical and financial considerations. The unit investigates how influences and trends impact on personal career development opportunities.

#### Year 12, 2025: Optional BSB40120 Certificate IV in Business

The following timetabled course is a not a compulsory subject pathway. All (VET) and CareerLink students in Year 12 may choose to continue on the Certificate IV in Business or choice another General Subject to replace Careers and Enterprise.

**Certificate IV in Business:** This qualification reflects the role of individuals in a variety of Business Services job roles. These individuals may have supervisory performance accountabilities. Individuals in these roles carry out a mix of specialist and moderately complex administrative or operational tasks that require self-development skills. They use well-developed skills and a broad knowledge base to apply solutions to a defined range of unpredictable problems and analyse information from a variety of sources. They may provide leadership and guidance to others with some limited responsibility for the output of others.

**CAREER AND ENTERPRISE (a General Course) (continued)**

The combination of these qualifications and any other VET certificate that students are completing at Hale School will make students more employable post schooling. Hale School will auspice with the RTO AITT: <https://aitt.com.au/> to deliver this dual qualification.

**Assessment**

Students will be assessed in four outcomes relating to **Career and Enterprise Concepts, Career and Enterprise Investigations, Career Development in a changing world and Being Enterprising**. Types of assessment will include a career portfolio and a common task set by the School Curriculum and Standard Authority.

Type of assessment	Weighting Year 11
<p><b>Investigation</b> 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.</p>	30%
<p><b>Production/performance</b> Tasks can include: a written report, an oral or multimedia presentation, and observation checklists, mock job applications, mock job interviews and/or self or peer evaluation tools.</p>	30%
<p><b>Individual pathway plan/career portfolio</b> Students are required to develop/review an electronic individual pathway plan (IPP) in Unit 3 and develop/review an electronic career portfolio in Unit 4. These documents can include:</p> <ul style="list-style-type: none"> <li>• a resume</li> <li>• evidence of skills and experiences</li> <li>• evidence of work history</li> <li>• industry research</li> <li>• career/pathway directions</li> <li>• goals.</li> </ul>	20%
<p><b>Response</b> 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:</p> <ul style="list-style-type: none"> <li>• closed questions, to which there is a limited response or a precise answer</li> <li>• open questions that require a paragraph response</li> <li>• completion of retrieval charts and/or structured overview templates.</li> </ul> <p>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.</p>	20%
<p><b>Externally set task</b> A written task or item or set of items of one-hour duration developed by the School Curriculum and Standards Authority and administered by the school in Year 12.</p>	

## CHEMISTRY (an ATAR Course)

The **ATAR Chemistry** course involves the study of materials and substances and the transformations they undergo through interactions and the transfer of energy. Chemists can use an understanding of chemical structures and processes to adapt, control and manipulate systems to meet economic, environmental, and social needs. This includes addressing the global challenges of climate change and security of water, food, and energy supplies, and designing processes to maximise the efficient use of Earth's finite resources. Chemistry develops students' understanding of the 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 specific 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, including those in forensic science, environmental science, engineering, medicine, dentistry, pharmacy, geology, metallurgy, analytical and organic chemistry, medical technology, 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.

Students who satisfactorily complete Chemistry units 1 and 2 in Year 11, would select Chemistry units 3 and 4 in Year 12. **This course is suitable for students who intend to sit the ATAR examination and obtain an Australian Tertiary Admission Rank (ATAR).**

### Chemistry – ATAR Course

#### **AECHE - Year 11 units, 2025:**

##### **Unit 1: Chemical fundamentals: structure, properties, and reactions**

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

##### **Unit 2: Molecular interactions and reactions**

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

#### **ATCHE -Year 12 units, 2025:**

##### **Unit 3: Equilibrium, acids and bases, and redox reactions**

In this unit, students investigate the concept of reversibility of reactions and the dynamic nature of equilibrium in chemical systems; contemporary models of acid-base behaviour that explain their properties and uses; and the principles of oxidation and reduction reactions, including the generation of electricity from electrochemical cells.

##### **Unit 4: Organic chemistry and chemical synthesis**

In this unit, students develop their understanding of the relationship between the structure, properties and chemical reactions of different organic functional groups. Students also investigate the process of chemical synthesis to form useful substances and products and the need to consider a range of factors in the design of these processes.

**CHEMISTRY (an ATAR Course) (continued)**

**Assessment**

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Chemistry ATAR Year 11 syllabus and the weighting for each assessment type.

Type of assessment: Chemistry ATAR course	Year 11 Weighting
<p><b>Science inquiry</b> Science inquiry involves identifying and posing questions; planning, conducting, and reflecting on investigations; processing, analysing and interpreting data; and communicating findings.</p> <p><b>Practical</b> 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.</p> <p><b>Investigation</b> 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.</p>	25%
<p><b>Extended response</b> 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.</p>	10%
<p><b>Test</b> 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.</p>	15%
<p><b>Examination</b> 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.</p>	50%

## CHINESE: Second Language (an ATAR Course)

Chinese has been taught in Australian schools since the 1950s, and experienced rapid growth in the 1980s as China undertook a policy of ‘open door’ and economic reform. Chinese is recognised as an important language for young Australians to have access to during their schooling as Australia progresses towards a future of increased trade and engagement with Asia.

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

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

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

### Chinese: Second language ATAR eligibility criteria

The SCSA has made changes to the application process for enrolment in all language courses. In the Chinese ATAR stream there are two courses: Second Language and Background Language. Hale School will offer the Second Language course to eligible students. For information on eligibility criteria, please refer to the SCSA website: <https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/languages>

### Tertiary Entrance Aggregate - LOTE Bonus

A LOTE bonus of 10% of a LOTE scaled score is added to the aggregate (TEA) of the best four scaled scores. If more than one LOTE has been sat, only one (the best) LOTE scaled score can be used as the LOTE bonus. You receive the LOTE bonus irrespective of whether your LOTE course was counted as one of the best four.

## Chinese: Second Language – ATAR Course

### AECSL - Year 11 units, 2025:

**Unit 1:** This unit focuses on **青少年 (Teenagers)**. Through the three topics: Having fun, Student’s daily life, and Technology and leisure, students further develop their communication skills in Chinese and gain a broader insight into the language and culture.

**Unit 2:** This unit focuses on **我们去旅行吧! (Travel – let’s go!)**. Through the three topics: Tales of travel, Western Australia as a travel destination, and China as a travel destination, students extend their communication skills in Chinese and gain a broader insight into the language and culture.

### ATCSL - Year 12 units, 2025:

**Unit 3:** This unit focuses on **目前情况 (Here and now)**. Through the three topics: Relationships, Celebrations, and traditions, and Communicating in a modern world, students extend and refine their communication skills in Chinese and gain a broader and deeper understanding of the language and culture.

**Unit 4:** This unit focuses on **有什么打算? (What next?)**. Through the three topics: Reflecting on my life and planning my future, the Environment, and Current issues, students extend and refine their communication skills in Chinese and gain a broader and deeper understanding of the language and culture.

**CHINESE: Second Language (an ATAR Course) (continued)**

**Assessment:**

Students will be assessed in four outcomes relating to Listening and Responding; Spoken Interaction; Viewing, Reading, and Responding and Writing. Types of assessment will include Oral Communication; Response (Listening, Viewing and Reading) and Written Communication.

Type of assessment: Chinese ATAR course	Year 11 Weighting
<p><b>Oral communication:</b> Interaction with others to exchange information, ideas, opinions and/or experiences in spoken Chinese. This can involve participating in an interview, a conversation and/or a discussion. Typically, these tasks are administered under test conditions.</p>	20%
<p><b>Response: Listening</b> Comprehension and interpretation of, and response in English to, a range of Chinese spoken texts, such as interviews, announcements, conversations and/or discussions. Typically, these tasks are administered under test conditions.</p>	15%
<p><b>Response: Viewing and reading</b> Comprehension and interpretation of, and response to in English to, a range of Chinese print and/or audiovisual texts, such as emails, blog postings, letters, reviews and/or articles. Typically, these tasks are administered under test conditions.</p>	20%
<p><b>Written communication</b> Production of written texts to express information, ideas, opinions and/or experiences in Chinese. This can involve responding to a stimulus, such as a blog posting, an image and/or a chart, or writing a text, such as a journal/diary entry, an account, a review, a summary and/or an email. Typically, these tasks are administered under test conditions.</p>	15%
<p><b>Practical (oral) examination</b> 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.</p>	10%
<p><b>Written examination</b> 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.</p>	20%

## DRAMA (choice of ATAR or General Course)

Drama at Hale allows students the opportunity to develop their acting, directing, devising, designing and technical skills. These valuable skills allow students to extend their performance skills but also the ability to communicate with confidence beyond the stage. Hale's new Performing Arts facilities allows students to perform in a variety of theatres as well as developing their technical knowledge in lighting, set and sound design. Many of our students have been highly successful in this course.

The **ATAR Drama course** focus on drama in practice, students learn about theatre practitioners and how to apply them in performance. They present drama to a range of audiences and work in different performance settings. Students also have the opportunity to work with industry professionals and attend theatre performances.

The **ATAR and General Drama** courses focus on the key activities of creation, performance, and reflection. They explore and communicate ideas and learn particular processes and skills to enable them to work with drama forms, styles, conventions and technologies. They reflect, respond, and evaluate drama and become critical, informed audiences, understanding drama in the context of their own society and culture. They draw on a diverse range of drama from other cultures, places, and times to enrich their intercultural understanding.

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

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

In this course, students engage in both Australian and world drama practice. They understand how drama has changed over time and will continue to change according to its cultural context. Through the Drama ATAR course, students can understand the experience of other times, places, and cultures in an accessible, meaningful and enjoyable way. They understand the economic factors that affect drama practice and explore the vocational opportunities that drama offers.

While some students intend to pursue a career in drama and related fields, they also participate in drama for enjoyment and satisfaction. They experience the pleasure that comes from developing personal skills, knowledge and understandings that can be transferred to a range of careers and situations. The Drama ATAR course builds confidence, empathy, understanding about human experience, and a sense of identity and belonging.

Drama is offered in two distinct pathways, where students must select either a General or an ATAR course of study. Students who satisfactorily complete the Drama ATAR Course units 1 and 2 in Year 11, would select ATAR Drama units 3 and 4 in Year 12. **This course is suitable for students who intend to sit the ATAR examination and obtain an Australian Tertiary Admission Rank (ATAR).**



## DRAMA (choice of ATAR or General Course) (continued)

Students who select the General Course Units 1 and 2 during Year 11 may choose to study the General Course Units 3 and 4 in Year 12. As there is no examination requirement for General units, this selection is **not suitable** for students who require an Australian Tertiary Entrance Rank (ATAR) but is highly suited to students who wish to apply for entrance to university via alternative pathways or to TAFE.

### Drama – ATAR Course

#### ATDRA - Year 11 units, 2025:

##### Unit 1: Representational, realist drama

Students have the opportunity to research and collaboratively workshop, interpret and perform drama texts in forms and styles related to realism and representational drama. Within the focus of realism and representational drama, students must investigate the approach of **Konstantin Stanislavski**.

##### Unit 2: Presentational, non-realist drama

Students have the opportunity to research and collaboratively workshop, interpret and perform drama texts related to non-realism and presentational drama. Within the focus of non-realism and presentational drama, students must investigate the approach of **Bertolt Brecht**.

#### ATDRA - Year 12 units, 2025:

**Unit 3:** This unit focuses on the realisation of drama text, context, forms, and styles through the application of selected approaches.

**Unit 4:** This unit focuses on the approaches to and interpretations of drama text, context, forms, and styles through the application of selected approaches.

OR

### Drama – General Course

#### GEDRA - Year 11 units, 2025:

**Unit 1:** The focus of this unit is **dramatic storytelling**. Students engage with the skills, techniques, processes, and conventions of dramatic storytelling. Students view, read, and explore relevant drama works and texts using scripts and/or script excerpts from Australian and/or world sources.

**Unit 2:** The focus for this unit is drama performance events for an audience other than their class members. In participating in a drama performance event, students work independently and in teams. They apply the creative process of devising and of interpreting Australian and/or world sources to produce drama that is collaborative and makes meaning.

#### GTDRA – Year 12 units, 2025:

**Unit 3:** The unit focus is on representational, realist drama. Students explore techniques of characterisation through different approaches to group-based text interpretation, particularly those based on the work of Stanislavski and others. Students have the opportunity to research and collaboratively workshop, interpret, perform and produce texts in forms and styles related to representational, realistic drama that educate and present perspectives.

**Unit 4:** The unit focus is presentational, non-realist drama. Students explore techniques of role and/or character through different approaches to group-based text interpretation, particularly those based on the work of Brecht and others. Students have the opportunity to research and collaboratively workshop, interpret and perform drama texts related to presentational, non-realistic drama that challenge and question perspectives.

### Assessment

#### School-based assessment

The assessment tables provide details of the assessment types for the Drama ATAR Year 11 and 12 syllabus and the weighting for each assessment type.

**DRAMA (choice of ATAR or General Course) (continued)**

**Assessment table – Year 11 ATAR Course**

Type of assessment	Year 11 Weighting
<p><b>Performance/production</b>                      Researching drama in different contexts to support making drama; applying an understanding of drama in improvised, devised, and scripted drama, including interpreting texts. Developing drama as an Actor, Director, Designer (either costume, lighting, set or sound); applying drama skills, conventions, elements, processes, and ideas informed by an approach.</p>	40%
<p><b>Examination</b></p> <ul style="list-style-type: none"> <li>Practical</li> </ul> <p>Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the practical examination design brief included in the ATAR Year 12 syllabus for this course.</p>	10%
<p><b>Examination</b></p> <ul style="list-style-type: none"> <li>Written</li> </ul> <p>Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the written examination design brief included in the Drama ATAR Year 12 syllabus.</p>	10%
<p><b>Response</b>                      Response to analysis and evaluation of own, others or professional drama works. Planning, presenting, and justifying approaches to drama texts in performance.</p>	40%

**Assessment table – Year 11 General Course**

Type of assessment	Year 11 Weighting
<p><b>Performance/production</b>                      Improvising and devising original drama, interpreting drama texts, rehearsing, designing lighting, sound, sets, costumes and graphics for programs, posters, and promotion. Demonstrating the use of drama skills, techniques, processes, and technologies in a range of performance contexts.</p>	70%
<p><b>Response</b>                      Response to, and analysis of own, others or professional drama works in relation to elements, principles, techniques and/or processes of drama. Responses may be oral, or in written forms, and include supporting annotated diagrams and/or illustrations.</p>	30%

## ECONOMICS (an ATAR Course)

The **Economics ATAR course** develops reasoning, logical thinking and the interpretation skills demanded by the world of work, business, and government. Through exploration of economic events and issues, students learn to analyse data and develop critical thinking skills. Economic literacy gained through this course enables students to actively participate in economic and financial decision making which promotes individual and societal wealth and wellbeing.

Students who satisfactorily complete Economics units 1 and 2 in Year 11, would select Economics units 3 and 4 in Year 12. **This course is suitable for students who intend to sit the ATAR examination and obtain an Australian Tertiary Admission Rank (ATAR).**

### Economics – ATAR Course

#### **AEECO - Year 11 units, 2025:**

##### **Unit 1: Microeconomics**

Microeconomics is the study of particular markets and segments of the economy. This unit explores the theory that markets are an efficient way to allocate scarce resources, using real world markets with an emphasis on the Australian economy. When the forces of demand and supply do not allocate and price resources in a way that society would regard as efficient, equitable or sustainable, market failure can occur. Students examine examples of market failure along with a range of government policy options that can be applied to achieve more desirable outcomes. Students are also introduced to the language of economics and the use of theories and models to explain and interpret economic events and issues.

##### **Unit 2: Macroeconomics**

Macroeconomics is the study of the whole economy. This unit focuses on Australia's macroeconomic performance using the circular flow of income model. The business cycle results in changes in the levels of output, income, spending and employment in the economy which, in turn, have implications for economic growth, inflation and unemployment. Students also examine the role of the government in the macroeconomy.

#### **ATECO - Year 12 units, 2025:**

##### **Unit 3: Australia and the Global Economy**

This unit focuses on Australia's links with the global economy. It explores the concept of globalisation and trade patterns in Australia and globally. Students analyse the gains from free trade and the effects of trade protection using relevant economic models. They also explore topics such as the balance of payments, terms of trade, exchange rates and foreign investment. Students gain skills in the use of recent economic data to describe and explain recent trends (the past 10 years) in Australia's economic transactions with the rest of the world.

##### **Unit 4: Economic Policies and Management**

This unit focuses on understanding the business cycle using the aggregate expenditure model and the aggregate demand-aggregate supply model. Students examine recent (the past 10 years) and contemporary (the past 3 years) macroeconomic data to analyse the performance of the economy and learn how government economic policy, including fiscal policy, monetary policy and policies that promote productivity operate in the pursuit of the Australian Government's economic objectives. Students apply the language, theories, and tools of economics to analyse the effectiveness of these policies.

**ECONOMICS (an ATAR Course) (continued)**
**Assessment**

The table below provides details of the assessment types and their weighting for the Economics ATAR Year 11 and 12 syllabus.

Type of assessment: Economics ATAR course	Weighting Year 11	Weighting Year 12
<p><b>Investigation (Year 11 only)</b></p> <p>An investigation can require students to collect and analyse economic information and data to describe, demonstrate, discuss, explain, assess, evaluate, recommend, and justify and/or analyse an economic concept, event or issue, and the application of economic theories and/or models. Formats can include: an inquiry and/or a response to economic information and data, a scenario, or a case study. The investigation can include a validation component that should be administered under test conditions.</p>	20%	0%
<p><b>Data interpretation/Short answer</b></p> <p>A short answer can require the student to outline, describe, explain and/or analyse an economic concept, event, issue, or trend. Typically, questions require students to interpret real or hypothetical economic data or information, such as graphs, tables, or text. Typically, tasks are a combination of these formats. 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.</p>	20%	30%
<p><b>Extended answer</b></p> <p>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.</p>	20%	30%
<p><b>Examination</b></p> <p>The examination assesses work covered in the units completed. The examination is typically conducted at the end of each semester and/or unit and reflects the examination design brief for this syllabus.</p>	40%	40%

## ENGINEERING STUDIES (choice of ATAR or General Course)

The **ATAR and General Engineering Studies** courses provide students with opportunities to apply design processes, understand underpinning scientific and mathematical principles, develop engineering technology skills and to understand interrelationships between engineering projects and society.

The specialist field taught at Hale is mechatronics. This is a combination of electronics, mechanical systems, and control techniques. In particular, students are taught how to utilise programmable microcontrollers to control mechatronic models that they design, make and test.

Engineering Studies caters for students interested in a career in engineering and for others who wish to pursue an interest in the discipline. The successful completion of this course will enhance the prospects for students to pursue post-school destinations that include engineering, science, and technical and technology related work and professions.

Engineering Studies is offered in two distinct pathways, where students must select either a General or an ATAR course of study.

1. Most students opt to study the Engineering Studies ATAR Course units 1 and 2 in Year 11, followed by units 3 and 4 in Year 12. **This course is suitable for students who intend to sit the ATAR examination and obtain an Australian Tertiary Admission Rank (ATAR).**
2. Students who select the Engineering Studies General Course Units 1 and 2 in Year 11 may continue with Units 3 and 4 in Year 12. As there is no examination requirement for General units, this selection is **not suitable** for students who require an Australian Tertiary Entrance Rank (ATAR) but is highly suited to students who wish to apply for entrance to university via alternative pathways or to TAFE.

### Engineering Studies - ATAR Course

#### AEEST - Year 11 units, 2025:

**Unit 1:** Students research and develop concepts for a device that will handle and transport marbles around a pathway that requires the marbles to be raised approximately 350 mm and either returned to the starting point or sorted into types using gravity and two other mechanisms. Additionally, sensors that will monitor the position of the marbles are installed at strategic locations. The project is broken into three phases – Mechanism 1, Mechanism 2 and Mechanism 3. Students select their best concept and design, make, test, and analyse Mechanism 1. To achieve this, students apply an engineering design process, learn related theory and research similar products from the real world. Design decisions, specifications, testing and evaluation of the project are documented in a design folio. Knowledge and understanding of theory are examined at the end of the semester.

**Unit 2:** Students continue to develop the design of their materials handling system. The focus is on designing, making, and integrating mechanical, structural and control elements to produce Mechanisms 2 and 3. The final result is an integration of all three mechanisms. Again, design decisions, specifications, testing and evaluation of the project are documented in a design folio. Knowledge and understanding of theory from both Units 1 and 2 is tested in an end of year examination.

#### ATEST - Year 12 units, 2025:

**Unit 3:** The focus for this unit is designing, making, testing, and analysing control circuitry for a mechatronic application identified by the student.

**Unit 4:** The focus for this unit is designing, making, testing, and improving control strategies and structural/mechanical elements of the mechatronic model.

**OR**

**ENGINEERING STUDIES (choice of ATAR or General Course) (continued)**

**Engineering Studies - General Course**

**GEEST - Year 11 units, 2025:**

**Unit 1:** Students will undertake the same project as ATAR candidates i.e. a marble handling machine. Unit 1 is mostly concerned with the development and completion of Mechanism 1 i.e. the device that lifts or raises the marbles. For General students a greater emphasis is placed on practical aspects of the project, and this is reflected by the weightings for Design and Production assessment types used to mark course work. Many of the same theory topics studied by ATAR candidates are also studied but not to the same depth. There is no examination of the theory but there is an expectation that theory workbooks are completed and submitted for assessment under the *Response* assessment type. Design decisions, specifications, testing and evaluation of the project are documented in a design folio.

**Unit 2:** The focus for this unit is designing, making, and testing Mechanism 2 and Mechanism 3. These are then integrated with Mechanism 1 to complete the major project. As was the case with Unit 1, design decisions, specifications, testing and evaluation of the project are documented in a design folio. Theory topics continue to be studied and the students are required to write notes and complete calculations in their theory workbooks.

**GTEST - Year 12 units, 2025:**

**Unit 3:** The focus for this unit is designing, making, testing, and analysing control circuitry for a mechatronic application identified by the student. The expectation of a General candidate is that they will require more support and scaffolding to successfully complete each of the assessment tasks. Design decisions, specifications, testing and evaluation of the project are documented in a design folio. The major project and design folio are assessed under the Design and Production assessment types. Theory is studied but not to the same depth as required for ATAR candidates. Content of the theory and knowledge gained through designing and making the project is not examined at the end of the unit. However, the School Curriculum and Standards Authority (SCSA) will set an externally moderated task of 50 minutes duration that tests the student’s knowledge and understanding of syllabus topics from Unit 3: Core. This external task carries a weighting of 15% for the year mark.

**Unit 4:** The focus for this unit is designing, making, testing, and improving control strategies and structural/mechanical elements of the mechatronic model. Design decisions, specifications, testing and evaluation of the project, again, are documented in a design folio. Theory continues to be studied to complement the project work and this requires students to complete a series of exercises in workbooks that are assessed under the *Response* assessment type.

**Assessment**

Students will be assessed each semester in a range of tasks which will be used to produce a course mark and grade for each unit.

Type of assessment: Year 11 Engineering Studies ATAR course			
Unit 1		Unit 2	
Assessment Type	Weighting	Assessment Type	Weighting
<b>Design</b>	30%	Design	30%
<b>Production</b>	40%	Production	40%
<b>Examination</b>	30%	Examination	30%

Type of Assessment: Year 11 Engineering Studies General course			
Unit 1		Unit 2	
Assessment Type	Weighting	Assessment Type	Weighting
<b>Design</b>	20%	Design	20%
<b>Production</b>	70%	Production	70%
<b>Response</b>	10%	Response	10%

## ENGLISH (Compulsory subject: choice of ATAR or General Course)

All senior secondary English courses aim to develop students' ability to:

- listen, speak, read, view and write and create
- create texts for a range of purposes, audiences and contexts
- understand and appreciate different uses of language.

A typical year of study comprises a pair of units. The complexity of the syllabus content increases from Year 11 to Year 12. The content and learning outcomes for each unit are described fully in the syllabus documents available at <http://www.scsa.wa.edu.au/>. This document offers a general description of each unit.

There are usually two pathways of English offered in Years 11 and 12 at Hale School:

- 1 **English ATAR Course:** Students who satisfactorily complete English ATAR Course units 1 and 2 in Year 11, would normally select English ATAR Course units 3 and 4 in Year 12. **This combination, or the Literature ATAR equivalent, is usually the appropriate selection for students who intend to sit the ATAR examination and obtain an Australian Tertiary Admission Rank (ATAR).**
- 2 **English General Course:** Completion of this course enables students to achieve secondary graduation. **As there is no external examination requirement for English General Course units, this selection is not suitable for students who wish to sit the ATAR examination and obtain an Australian Tertiary Admission Rank (ATAR).** Students who satisfactorily complete English General Course units 1 and 2 in Year 11, would normally select English General units 3 and 4 in Year 12.

### English - ATAR Course

#### AEENG - Year 11 units, 2025:

**Unit 1:** Students explore how meaning is communicated through the relationships between language, text, purpose, context, and audience. This includes how language, and texts are shaped by their purpose, the audiences for whom they are intended, and the contexts in which they are created and received. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive, and persuasive texts. Study in this unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning. Students develop an understanding of stylistic features and apply skills of analysis and creativity. They are able to respond to texts in a variety of ways, creating their own texts, and reflecting on their own learning.

**Unit 2:** Students analyse the representation of ideas, attitudes, and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit. By responding to and creating texts in different modes and media, students consider the interplay of imaginative, interpretive, persuasive, and analytical elements in a range of texts and present their own analyses. Students critically examine the effect of stylistic choices and the ways in which these choices position audiences for particular purposes, revealing and/or shaping attitudes, values and perspectives. Through the creation of their own texts, students are encouraged to reflect on their language choices and consider why they have represented ideas in particular ways.

#### ATENG - Year 12 units, 2025:

**Unit 3:** Students explore representations of themes, issues, ideas, and concepts through a comparison of texts. They analyse and compare the relationships between language, genre, and contexts, comparing texts within and/or across different genres and modes. Students recognise and analyse the conventions of genre in texts and consider how those conventions may assist interpretation. Students compare and evaluate the effect of different media, forms, and modes on the structure of texts and how audiences respond to them. Understanding of these concepts is demonstrated through the creation of imaginative, interpretive, persuasive, and analytical responses.



**ENGLISH (Compulsory subject: choice of ATAR or General Course) (continued)**

**Unit 4:** Students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values, and attitudes in texts, developing and testing their own interpretations through debate and argument. Through close study of texts, students explore relationships between content and structure, voice and perspectives and the text and context. This provides the opportunity for students to extend their experience of language and of texts and explore their ideas through their own reading and viewing. Students demonstrate understanding of the texts studied through creation of imaginative, interpretive, persuasive, and analytical responses.

**OR**

**English - General Course****GEENG - Year 11 units, 2025:**

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

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

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

- analyse text structures and language features and identify the ideas, arguments and values expressed
- consider the purposes and possible audiences of texts
- examine the connections between purpose and structure and how a text's meaning is influenced by the context in which it is created and received
- integrate relevant information and ideas from texts to develop their own interpretations
- learn to interact effectively in a range of contexts
- create texts using persuasive, visual and literary techniques to engage audiences in a range of modes and media.

**GTENG - Year 12 units, 2025:**

**Unit 3:** focuses on exploring different viewpoints presented in a range of texts and contexts. Students:

- explore attitudes, text structures and language features to understand a text's meaning and purpose
- examine relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning
- consider how perspectives and values are presented in texts to influence specific audiences
- develop and justify their own interpretations when responding to texts
- learn how to communicate logically, persuasively and imaginatively in different contexts, for different purposes, using a variety of types of texts.

**ENGLISH (Compulsory subject, choice of ATAR or General Course) (continued)**

**Unit 4:** focuses on community, local or global issues and ideas presented in texts and on developing students' reasoned responses to them. Students:

- explore how ideas, attitudes and values are presented by synthesising information from a range of sources to develop independent perspectives
- analyse the ways in which authors influence and position audiences
- investigate differing perspectives and develop reasoned responses to these in a range of text forms for a variety of audiences
- construct and clearly express coherent, logical, and sustained arguments and demonstrate an understanding of purpose, audience, and context
- consider intended purpose and audience response when creating their own persuasive, analytical, imaginative, and interpretive texts.

**Assessment**

Assessment varies between courses. The following tables summarise the assessment types and weighting prescribed by SCSA.

Type of assessment: English ATAR course	Weighting Year 11	Weighting Year 12
<p><b>Responding</b> 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.</p>	35-40%	35%
<p><b>Creating</b> 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.</p>	35-40%	35%
<p><b>Examination</b> 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.</p>	20-30%	30%

Type of assessment: English General course	Weighting Year 11	Weighting Year 12
<p><b>Responding</b> Students respond to a variety of written, spoken, digital and multimodal texts. Students can respond in a range of text forms, including fiction and non-fiction, media texts, multimodal and digital texts.</p>	40-60%	40%
<p><b>Creating</b> Students create 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.</p>	40-60%	45%
<p><b>Externally set task</b> A written task or item or set of items of one-hour duration developed by the School Curriculum and Standards Authority and administered by the school.</p>	N/A	15%

## ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT (an ATAR Course)

Students who select the **English as an Additional Language or Dialect** course come from diverse linguistic and cultural backgrounds and possess a wealth of knowledge through their own language, culture, and worldviews. The aim of this course is to build on and expand their existing knowledge base and to meet their specific linguistic, cultural, and educational needs through the acquisition of Standard Australian English.

**This course is suitable for students who wish to apply to Australian or overseas universities or go to TAFE.** The English competence requirement for university entrance may be met by gaining an acceptable level of achievement in English as an Additional Language or Dialect.

The course aims to develop students' academic English skills to develop

- skills in listening, speaking, reading, viewing and writing
- capacity to create texts for a range of purposes, audiences and contexts
- understanding and appreciation of different uses of language.
- understanding of the relationships between language, texts, and ways of thinking and knowing in Standard Australian English
- ability to communicate ideas, feelings, attitudes and information appropriately in and through Standard Australian English across the curriculum areas
- inferential comprehension, critical analysis, and reflection skills.

Specific skills, essential for tertiary study are practised and assessed, and these include note taking, skim reading, précis writing and listening comprehension.

### English as an Additional Language/Dialect - ATAR Course

#### AEELD - Year 11 units, 2025:

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

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

#### ATEALD - Year 12 units, 2025:

**Unit 3:** Focuses on analysing how language choices are used to achieve different purposes and effects in a range of contexts. SAE language skills are developed so that they can be used to describe, inform, express a point of view, and persuade for different purposes and audiences. The ways in which language choices shape meaning and influence audiences are explored through the study and creation of a range of oral, written, and multimodal texts. The representation of ideas, attitudes, and values and how these vary across cultures and within different contexts, particularly the Australian context, is analysed and evaluated. Effective and independent research skills are consolidated throughout the unit.

**Unit 4:** Focuses on analysing, evaluating, and using language to represent and respond to issues, ideas, and attitudes in a range of contexts. By extending and consolidating language and communication skills, critical use of SAE for a range of contexts, purposes and audiences is developed. Independent and collaborative investigation and analysis are used to explore how language and texts achieve specific purposes and effects. Extended oral, written and multimodal texts and presentations are created, adapted, and refined for a variety of contexts, purposes, and audiences. Effective research strategies and referencing protocols are used to present ideas, information, conclusions, arguments, and recommendations.

**ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT (an ATAR Course) (continued)**

**Assessment**

Assessment will include both written and practical components. Students who wish to use results from this course for university entrance purposes will be required to sit an external examination at the end of either Year 11 or Year 12. All students enrolled in the ATAR Year 12 course complete the common oral assessment task developed by the Authority in Term 2.

Type of assessment: EAL/D course	Weighting
<p><b>Investigation</b> Framing of questions, planning, locating sources, identifying information, assessing relevance, note-taking, interacting with others, synthesising, evaluating, reflecting, and producing an oral proposal.</p> <p><b>Part A: Semester One (recommended 10%)</b> Investigate an issue/topic related to Unit 1 and present a research proposal in an oral format.</p> <p><b>Investigation – Part B: Semester Two (recommended 10%)</b> Write a report based on research around a Unit 1 or 2 topic/issue.</p>	20%
<p><b>Response</b> Comprehension, analysis, and evaluation of aural, written and printed visual texts.</p> <ul style="list-style-type: none"> <li>• One task to focus on the comprehension and analysis of aural texts.</li> <li>• One task to focus on the comprehension, analysis and synthesis of written and printed visual texts.</li> </ul>	20%
<p><b>Written production</b> Creating texts which use language and structure appropriate to context, genre, purpose, and audience.</p> <ul style="list-style-type: none"> <li>• One task to focus on the production of a formal essay; and/or</li> <li>• One task to focus on the production of a written speech.</li> </ul>	20%
<p><b>Oral production</b> Participation in and/or production of group discussions, panel discussions, interviews, debates, conversations, tutorials, speeches</p>	20%
<p><b>Written examination</b> 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.</p>	20%

**Eligibility**

The course is available to a student:

- whose first language is not English and who has not been a resident in Australia or another predominantly English-speaking country for a total period of more than seven years immediately prior to 1 January of the year of enrolment into year 12, AND for whom English has not been the main medium of communication and/or instruction for more than seven years immediately prior to 1 January of the year of enrolment into Year 12
- who is Aboriginal or Torres Strait Islander, or from Cocos Island or Christmas Island, for whom SAE has been the medium of instruction, but for whom SAE is an additional language/dialect, and whose exposure to SAE is primarily within the school context
- who is deaf or hard-of-hearing and communicates using signing, such as Auslan, as their first language.
- whose first language is not English and who was born outside Australia and has had little or no formal education prior to arriving in Australia
- whose first language is not English and who was born outside Australia or in a remote part of Australia and has had a disrupted formal education
- whose first language is not English and who has been a resident in Australia for more than seven years prior to 1 January of the year of enrolment into Year 12, but who has had little or disrupted formal education in SAE, resulting in significant disadvantage.

## FRENCH: Second Language (an ATAR Course)

French is a major world language, spoken as the first language in more than two dozen countries on five continents, and as an official language in 33 countries. The French and the French language have made and continue to make a distinctive contribution in areas such as politics, art, architecture, music, science, fashion, literature, film, and theatre. An ability to communicate in French provides opportunities for students to learn about the rich and diverse French culture, traditions, and belief systems throughout the world. This in turn supports students' development of a sense of global interconnectedness. The **ATAR French: Second Language** course progresses from the Year 7–10 curriculum and focuses on further developing a student's knowledge and understanding of the culture and the language of French-speaking communities. Students gain a broader and deeper understanding of the French language and extend and refine their communication skills.

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

The course is aimed at students for whom French is a second, or subsequent, language. These students have not been exposed to, or interacted in, the language outside of the language classroom. They have typically learnt everything they know about the French language and culture through classroom teaching in an Australian school, or similar environment, where English is the language of school instruction. Students who select French: Second Language will study Units 1 and 2 in Year 11 and may choose Units 3 and 4 in Year 12. **This course is suitable for students who intend to sit the ATAR examination and obtain an Australian Tertiary Admission Rank (ATAR).**

### French: Second language ATAR eligibility criteria

The SCSA has made changes to the application process for enrolment in all language courses. In the French ATAR stream there are two courses: Second Language and Background Language. Hale School will offer the Second Language course to eligible students. For information on eligibility criteria, please refer to the SCSA website: <https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/languages>

### Tertiary Entrance Aggregate - LOTE Bonus

A LOTE bonus of 10% of a LOTE scaled score is added to the aggregate (TEA) of the best four scaled scores. If more than one LOTE has been sat, only one (the best) LOTE scaled score can be used as the LOTE bonus. You receive the LOTE bonus irrespective of whether your LOTE course was counted as one of the best four.

## French – ATAR Course

### AEFSL - Year 11 units, 2025:

**Unit 1:** This unit focuses on *C'est la vie!* (That's life!). Through the three topics: My daily routine, French sports, and leisure, and leading a healthy lifestyle, students further develop their communication skills in French and gain a broader insight into the language and culture.

**Unit 2:** This unit focuses on *Voyages* (Travel). Through the three topics: My travel tales and plans, Australia as a travel destination, and travel in a modern world, students extend their communication skills in French and gain a broader insight into the language and culture.

### ATFSL - Year 12 units, 2025:

**Unit 3:** This unit focuses on *Les médias* (The media). Through the three topics: Technology and me, Film and music, and In the media, students extend and refine their communication skills in French and gain a broader and deeper understanding of the language and culture.

**Unit 4:** This unit focuses on *Le monde qui nous entoure* (The world around us). Through the three topics: Planning my future, Migrant experiences, and Youth issues, students extend and refine their communication skills in French and gain a broader and deeper understanding of the language and culture.

**FRENCH: Second Language (an ATAR Course) (continued)**

**Assessment**

Students will be assessed in four outcomes relating to Listening and Responding, Spoken Interaction, Viewing, Reading and Responding and Writing. Types of assessment will include Oral Communication, Response and Written Communication.

Type of assessment: French ATAR course	Weighting Year 11
<p><b>Oral communication</b> Interaction with others to exchange information, ideas, opinions and/or experiences in spoken French. This can involve participating in an interview, a conversation and/or a discussion. Typically, these tasks are administered under test conditions.</p>	20%
<p><b>Response: Listening</b> Comprehension and interpretation of, and response in English to, a range of French spoken texts, such as interviews, announcements, conversations and/or discussions. Typically, these tasks are administered under test conditions.</p>	15%
<p><b>Response: Viewing and reading</b> Comprehension and interpretation of, and response in English to, a range of French print and/or audiovisual texts, such as emails, blog postings, films/television programs (excerpts), letters, reviews and/or articles. Typically, these tasks are administered under test conditions.</p>	15%
<p><b>Written communication</b> Production of written texts to express information, ideas, opinions and/or experiences in French. This can involve responding to a stimulus, such as a blog posting, an image and/or a chart, or writing a text, such as a journal/diary entry, an account, a review, a summary and/or an email. Typically, these tasks are administered under test conditions.</p>	20%
<p><b>Practical (oral) examination</b> 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.</p>	10%
<p><b>Written examination</b> 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.</p>	20%



## GEOGRAPHY (choice of ATAR or General Course)

The **ATAR Geography** course draws on students' curiosity about the diversity of the world's places and their peoples, cultures, and environments. It enables them to appreciate the complexity of our world and the diversity of its environments, economies and cultures and use this knowledge to promote a more sustainable way of life and awareness of social and spatial inequalities. This course provides a structured, disciplinary framework to investigate and analyse a range of challenges and associated opportunities facing Australia and the global community. These challenges include dealing with environmental risks, the consequences of international integration, rapid change in biophysical environments and the sustainability of places.

Through the study of geography, students develop the ability to investigate the arrangement of biophysical and human phenomena across space in order to understand the interconnections between people, places and environments. As a subject of the humanities and social sciences, geography studies spatial aspects of human culture using inquiry methods that are analytical, critical, and speculative. In doing so, it values imagination and creativity. As a science, geography develops an appreciation of the role of the biophysical environment in human life, and an understanding of the effects human activities can have on environments. As a result, it develops students' ability to identify, evaluate and justify appropriate and sustainable approaches to the future by thinking holistically and spatially in seeking answers to questions.

Geography is offered in two distinct pathways, where students must select either a General or an ATAR course of study.

- 1 Most students will opt to study the Geography ATAR Course units 1 and 2 in Year 11, followed by units 3 and 4 in Year 12. **This course is suitable for students who intend to sit the ATAR examination and obtain an Australian Tertiary Admission Rank (ATAR).**
- 2 Students who select the Geography General course Units 1 and 2 in Year 11 may continue with Units 3 and 4 in Year 12. As there is no examination requirement for General units, this selection is **not suitable** for students who require an Australian Tertiary Entrance Rank (ATAR) but is highly suited to students who wish to apply for entrance to university via alternative pathways or to TAFE.

### Geography - ATAR Course

#### **AEGEO - Year 11 units, 2025:**

##### **Unit 1: Natural and ecological hazards**

This unit explores the management of hazards and the risk they pose to people and environments. Risk management is defined in terms of response, recovery, prevention, and preparedness.

##### **Unit 2: Global networks and interconnections**

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

#### **ATGEO - Year 12 units, 2025:**

##### **Unit 3: Global environmental change**

This unit assesses the impacts of land cover transformations with particular reference to climate change or biodiversity loss.

##### **Unit 4: Planning sustainable places**

This unit investigates how the outcomes of processes vary depending on local responses and adaptations, for example, population growth and decline, and economic restructuring. Students also examine the causes and consequences of urbanisation as well as challenges that exist in metropolitan and regional centres and megacities.

**OR**



**GEOGRAPHY (choice of ATAR or General Course) (continued)**

**Geography - General Course**

**GEGEO - Year 11 units, 2025:**

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

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

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

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

**GTGEO - Year 12 units, 2025:**

**Unit 3 – Natural and ecological hazards**

This unit explores the management of hazards and the risks they pose to people and environments. Risk management is defined in terms of preparedness, mitigation and/or prevention.

**Unit 4 – Global networks and interconnections**

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

**Assessment**

Students will be assessed each semester in a range of tasks which will be used to produce a course mark and grade for each unit.

Type of assessment: Geography ATAR course	Year 11/12 Weighting
<p><b>Geographical inquiry/Fieldwork</b></p> <ul style="list-style-type: none"> <li>Students conduct investigations and fieldwork, process and translate information, and communicate findings following ethical protocols and procedures.</li> <li>Students actively engage in collecting and using primary and secondary information sources.</li> <li>Formats can include assignment, research/fieldwork booklet, report, in-class validation and/or a combination of these.</li> </ul>	30%
<p><b>Response/practical skills</b></p> <ul style="list-style-type: none"> <li>Questions can require students to respond to stimulus material and/or include the application of practical skills.</li> <li>Formats can include map interpretation, data analysis, multiple-choice questions, short responses, sectionalised extended responses, extended responses, and/or a combination of these.</li> <li>Typically, these tasks are administered under test conditions.</li> </ul>	40%
<p><b>Examination</b></p> <ul style="list-style-type: none"> <li>Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.</li> </ul>	30%

**GEOGRAPHY (choice of ATAR or General Course) (continued)**

Type of assessment: Geography General course	Year 11 Weighting	Year 12 Weighting
<p><b>Geographical inquiry</b></p> <ul style="list-style-type: none"> <li>Students plan and conduct investigations, process, and translate information, and communicate findings following ethical protocols and procedures.</li> <li>Both primary and secondary information sources are used.</li> <li>Formats can include investigation, assignment, report and/or an oral or multimedia presentation.</li> </ul>	30%	30%
<p><b>Response/practical skills</b></p> <ul style="list-style-type: none"> <li>Fieldwork involves students actively engaged in collecting primary data.</li> <li>Practical skills involve the collection and interpretation of data from a number of sources.</li> <li>Formats can include excursions, map interpretation, and/or data analysis.</li> </ul>	40%	30%
<p><b>Examination</b></p> <ul style="list-style-type: none"> <li>Questions can require students to respond to stimulus material.</li> <li>Formats can include multiple-choice questions, short responses, sectionalised extended responses, extended responses, and/or a combination of these.</li> </ul>	30%	25%
<p><b>Externally set task</b></p> <ul style="list-style-type: none"> <li>A written task or item or set of items of one-hour duration developed by the School Curriculum and Standards Authority and administered by the school.</li> </ul>	-	15%

## HISTORY ANCIENT (an ATAR course)

The **ATAR History Ancient** course stimulates students' curiosity and imagination and enriches their appreciation of humanity and the value of the ancient past. It shows how the world and its people have changed, as well as the significant legacies that exist into the present. The study of ancient civilisations illustrates the development of some of the distinctive features of contemporary societies, for example, social organisation, systems of law, governance, and religion. Ancient history is also concerned with the possible motivations, and actions of individuals and groups, and how they shaped the political, social, and cultural landscapes of the ancient world.

The Ancient History ATAR course continues to develop the historical skills and understandings taught in the Years 7–10 Humanities and Social Sciences: History curriculum. Students develop transferable skills associated with the process of historical inquiry. These include critical literacy skills; for example, interpreting, analysing, and weighing evidence; the ability to synthesise evidence from a variety of sources; and developing reasoned and evidence-based arguments that challenge accepted theories.

Students are introduced to the complexities of reconstructing the past using often fragmentary evidence from a range of literary, documentary, architectural and archaeological sources, and the skills associated with the analysis and evaluation of historical sources. Students develop increasingly sophisticated historiographical skills and historical understanding, from their analysis of interpretations and representations of the ancient world to their close study of features and structures of ancient societies.

The **History Ancient** course offered is an ATAR course of study.

Students will study the **History Ancient ATAR course** Units 1 and 2 in Year 11, followed by Units 3 and 4 in Year 12. **This course is suitable for students who intend to sit the ATAR examination and obtain an Australian Tertiary Admission Rank (ATAR).**

### History Ancient – ATAR Course

#### AEHIA - Year 11 units, 2025:

##### Unit 1: Ancient Societies

The focus for this unit is an **ancient society**. Students understand that throughout history there have been events, ideas, beliefs, and values that have contributed to the creation and development of ancient societies. At Hale School, the Unit 1 course involves a study of **Roman** history, focussing on the period of the Late Republic 133BC – 63BC. This will involve an understanding of Roman political and social systems, and an in-depth analysis of significant individuals who started the revolution that brought down the Republic and paved the way for men such as Julius Caesar and the first Roman Emperor, Augustus. The focus will be on the brothers Tiberius and Gaius Gracchus, Gaius Marius, and Lucius Cornelius Sulla. This period of Roman history was marked by increasing violence, military developments, and political upheaval.

##### Unit 2: Ancient Societies: Investigating the Ancient World

The focus for this unit is **investigating the ancient world**. Students learn that there are internal and external forces that result in changes and developments within societies and that these have consequences for individuals and societies as a whole. The Unit 2 course flows on directly from the Unit 1 course, following the rise of great Roman generals who, through their own ambition, destroyed the Roman Republic and brought about the reign of the Emperors. These outstanding soldiers and politicians, including Pompey, Caesar, Cicero, Antony, and Augustus, sometimes working in alliance with each other and sometimes in opposition, took Rome through a devastating period of civil wars that ended with the rule of one man.

**HISTORY ANCIENT (ATAR) (continued)****ATHIA - Year 12 units, 2026:****Unit 3: Power and Authority**

This unit involves an investigation of **Athens: The rise of Athens** across a historical period with a particular emphasis on the nature and exercise of power and authority in that society. This unit requires a focus on a range of written and archaeological source material and an evaluation of the significance of particular individuals. Students examine the nature of power and authority in the society and the ways in which it was demonstrated through political, military, religious, cultural, and economic structures, and institutions. This study requires a focus on the reasons for continuity and change. The study of individuals who had a significant impact on their times develops students' understanding of the importance of human agency. Students develop their skills of historical analysis with an emphasis on the identification and evaluation of different perspectives and interpretations of the past. The key conceptual understandings of this unit include evidence, continuity and change, cause and effect, perspectives, interpretations, and representations.

**Unit 4: Reconstructing the Ancient World**

This unit involves an investigation of a significant historical period, **The Peloponnesian War**, through an analysis of relevant archaeological and written sources. Students will examine how these sources have been used to construct an understanding of the relevant social, political, military, religious and economic institutions and practices, and key events and individuals of the historical period. This unit allows for greater study of historiography and the challenges associated with the interpretation and evaluation of the evidence. Students will analyse the reliability and usefulness of a wide range of ancient and modern sources to the reconstruction of the historical period. The unit enables students to develop their understanding of changing interpretations over time and appreciate the provisional nature of history and the value of the ancient past. The key conceptual understandings of this unit include usefulness and reliability of sources, evidence, perspectives, interpretations, representations, and reconstruction.

**Assessment**

Students will be assessed on two strands: **Historical Knowledge and Understanding** and **Historical Skills**. The types of assessment are Historical Inquiry, Explanation, Source analysis and Examination.

Type of assessment: History Ancient ATAR course	Year 11 Weighting	Year 12 Weighting
<b>Historical Inquiry</b> Research inquiry and a validation component (validation component administered under test conditions).	20%	20%
<b>Short Answer</b> Two short answer tasks to be completed under test conditions	20%	20%
<b>Extended Answer</b> Two essay/extended answer completed under test conditions	20%	20%
<b>Examination</b> End of year examination based on Year 12 syllabus format	40%	40%

## HISTORY MODERN (an ATAR Course)

The **ATAR History Modern** course involves the study and practice of making meaning of the past with a view to understanding the present. It helps us to clarify our own beliefs and values compared with those of others. Studying Modern History reveals the background and some of the driving historical forces behind local and global issues. This course enables students to consider different historical perspectives and to become critical thinkers. The historical skills, knowledge and understanding gained from this course inform judgements and actions in a rapidly changing world. History provides insights into the present, gives students an informed basis for making decisions and provides the opportunity to reflect on the significance of past events, people (and their actions), beliefs and ideas and how and why they are valued now. History inquiry also reveals that there are different perspectives and interpretations of past events and actions which need to be considered.

Students benefit from acquiring the literacy skills of the discipline of History such as critical thinking, research, analysis, and effective written expression. The skills developed in the following units include Chronology, terms, and concepts; historical questions and research; analysis and the use of sources; perspectives and interpretations; and explanation and communication. Through the study of societies in the 20<sup>th</sup> century, movements for change and modern nations, students are well prepared for careers involving policy making, administration and research. 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. Learning the skills of critical thinking is essential for people working in the areas of business, government, law, health, science, academia, industry, tourism, the environment, media, and the arts.

Students who select History Modern will study units 1 and 2 in Year 11 and may choose units 3 and 4 in Year 12.

**History Modern** is only offered as an ATAR course of study and most students will opt to study the **History: Modern ATAR course** Units 1 and 2 in Year 11, followed by Units 3 and 4 in Year 12.

**This course is suitable for students who intend to sit the ATAR examination and obtain an Australian Tertiary Admission Rank (ATAR).**

### History Modern – ATAR Course

#### AEHIM - Year 11 units, 2025:

##### Unit 1: Understanding the modern world

Unit 1 examines developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. Students examine **one** development or turning point that has helped to define the modern world. Students explore crucial changes, for example, the application of reason to human affairs; the transformation of production, capitalism and consumption, transport, and communications; the challenge to social hierarchy and hereditary privilege, and the assertion of inalienable rights; and the new principles of government by consent. Through their studies, students explore the nature of the sources for the study of modern history and build their skills in historical method through inquiry. The key conceptual understandings covered in this unit are: what makes an historical development significant; the changing nature and usefulness of sources; the changing representations and interpretations of the past; and the historical legacy of these developments for the Western world and beyond. At Hale School, students will specifically study ***Capitalism- the American experience (1907-1941)***.

**HISTORY: MODERN (an ATAR Course) (continued)**

**Unit 2: Movements for change in the 20<sup>th</sup> century**

Unit 2 examines significant movements for change in the 20th century that led to change in society, including people’s attitudes and circumstances. Through a detailed examination of **one** major 20th century movement, students investigate the ways in which individuals, groups and institutions have challenged existing political structures, accepted social organisation, and prevailing economic models, to transform societies. The key conceptual understandings covered in this unit are the factors leading to the development of movements; the methods adopted to achieve effective change; the changing nature of these movements; and changing perspectives of the value of these movements and how their significance is interpreted. At Hale School, students will specifically study *Nazism in Germany*.

**ATHIM - Year 12 units, 2025:**

**Unit 3: Modern nations in the 20<sup>th</sup> century**

Unit 3 examines the characteristics of modern nations in the 20th century; the crises that confronted nations, their responses to these crises and the different paths nations have taken to fulfil their goals. Students study the characteristics of **one** nation. Students investigate crises that challenged the stability of government, the path of development that was taken and the social, economic, and political order that was either established or maintained. Students examine the ways in which the nation dealt with internal divisions and external threats. They emerge with a deeper understanding of the character of a modern nation. The key conceptual understandings covered in this unit are the reliability and usefulness of evidence; cause and effect; continuity and change; significance; empathy; contestability; and changing representations and interpretations. At Hale School, students will specifically study *Australia 1918–1949 (the end of World War I to the defeat of the ALP in 1949)*.

**Unit 4: The modern world since 1945**

Unit 4 examines some significant and distinctive features of the modern world within the period 1945–2001 to build students’ understanding of the contemporary world – that is, why we are here at this point in time. These include changes to the nature of the world order: shifting international tensions, alliances, and power blocs; the emergence of Asia as a significant international political and economic force, and the nature of engagement by and with Australia; the nature of various conflicts and regional and international attempts to create peace and security. Students study **one** of these features. As part of their study, they should follow and make relevant connections with contemporary events. The key conceptual understandings covered in this unit are causation; continuity and change; historical significance and changing perspectives and interpretations of the past; and contestability. At Hale School, students will specifically study *the changing European world since 1945*.

**Assessment**

Students will be assessed on two strands: **Historical Knowledge and Understanding** and **Historical Skills**. The types of assessment are Historical Inquiry, Explanation, Source analysis and Examination.

Type of assessment: History Modern ATAR course	Year 11 Weighting	Year 12 Weighting
<b>Historical Inquiry</b> Research inquiry and validation; student seminar	20%	20%
<b>Explanation</b> Two essays completed under test conditions	25%	20%
<b>Source Analysis</b> Two document/source based investigations completed under test conditions	25%	20%
<b>Examination</b> End of year examination based on Year 12 syllabus format including two explanations and two source analysis sections	30%	40%

## HUMAN BIOLOGY (choice of ATAR or General Course)

The **ATAR and General Human Biology** courses cover 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. Population genetics is studied to highlight the longer term changes leading to natural selection and evolution of our species. As a science, the subject matter of this course is founded on knowledge and understanding that has been gained through systematic inquiry and scientific research. However, this knowledge is far from complete and is being modified and expanded as new discoveries and advancements are made. Students develop their understanding of the cumulative and evolving nature of scientific knowledge and the ways in which such knowledge is obtained through scientific investigations. They learn to think critically, to evaluate evidence, to solve problems and to communicate understandings in scientific ways. 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.

Human Biology is offered in two distinct pathways, where students must select either a General or an ATAR course of study.

- 1 Most students will opt to study the Human Biology ATAR Course units 1 and 2 in Year 11, followed by units 3 and 4 in Year 12. **This course is suitable for students who intend to sit the ATAR examination and obtain an Australian Tertiary Admission Rank (ATAR).**
- 2 Students who select the Human Biology General Course Units 1 and 2 in Year 11 may continue with Units 3 and 4 in Year 12. As there is no examination requirement for General units, this selection is **not suitable** for students who require an Australian Tertiary Entrance Rank (ATAR) but is highly suited to students who wish to apply for entrance to university via alternative pathways or to TAFE.

### Human Biology - ATAR Course

#### AEHBY - Year 11 units, 2025:

##### Unit 1: The functioning human body

This unit looks at how human structure and function supports cellular metabolism and how lifestyle choices affect body functioning. Cells are the basic structural and functional unit of the human body. Cells contain structures that carry out a range of functions related to metabolism, including anabolic and catabolic reactions. Materials are exchanged in a variety of ways within and between the internal and external environment to supply inputs and remove outputs of metabolism. Metabolic activity requires the presence of enzymes to meet the needs of cells and the whole body. The respiratory, circulatory, digestive, and excretory systems control the exchange and transport of materials in support of metabolism, particularly cellular respiration. The structure and function of the musculoskeletal system provides for human movement and balance as the result of the co-ordinated interaction of the many components for obtaining the necessary requirements for life.

##### Unit 2: Reproduction and inheritance

This unit provides opportunities to explore, in more depth, the mechanisms of transmission of genetic materials to the next generation, the role of males and females in reproduction, and how interactions between genetics and the environment influence early development. The cellular mechanisms for gamete production and zygote formation contribute to human diversity. Meiosis and fertilisation are important in producing new genetic combinations. The transfer of genetic information from parents to offspring involves the replication of deoxyribonucleic acid (DNA), meiosis and fertilisation. The reproductive systems of males and females are differentially specialised to support their roles in reproduction, including gamete production and facilitation of fertilisation. The female reproductive system also supports pregnancy and birth. Reproductive technologies can influence and control the reproductive ability in males and females.



**HUMAN BIOLOGY (choice of ATAR or General Course) (continued)**

Cell division and cell differentiation play a role in the changes that occur between the time of union of male and female gametes and birth. Disruptions to the early development stages can be caused by genetic and environmental factors: inheritance can be predicted using established genetic principles. The testing of embryos, resulting from assisted reproductive technologies, is conducted for embryo selection, and the detection of genetic disease. The application of technological advances and medical knowledge has consequences for individuals and raises issues associated with human reproduction.

**ATHBY - Year 12 units, 2025:****Unit 3: Homeostasis and disease**

This unit explores the nervous and endocrine systems and the mechanisms that help maintain the systems of the body to function within normal range, and the body's responses to invading pathogens. The complex interactions between body systems in response to changes in the internal and external environments facilitate the maintenance of optimal contentions for the functioning of cells. This is primarily achieved by the coordinated efforts of the nervous and endocrine systems. Different body systems have mechanisms, including physical and chemical barriers that protect the body against invasion by pathogens. There is a non-specific and specific resistance to invading pathogens.

**Unit 4: Human variation and evolution**

The unit explores the variations in humans in their changing environment and evolutionary trends in hominids. Humans can show multiple variations in characteristics due to the effect of polygenes or gene expression. The changing environment can influence the survival of genetic variation through the survival of individuals with favourable traits. Gene pools are affected by evolutionary mechanisms, including natural selection, migration, and chance occurrences. Over time, this leads to evolutionary changes. Evidence for these changes comes from fossils and comparative anatomy and biochemical studies. A number of trends appear in the evolution of hominids, and these may be traced using phylogenetic trees. The selection pressures on humans have changed due to the control humans have over the environment and survival.

**OR**

**Human Biology - General Course****GEHBY - Year 11 units, 2025:****Unit 1: Healthy body**

This unit explores how the systems of the human body are interrelated to help sustain functioning to maintain a healthy body. Cells are the basic structural and functional units of the human body. Materials are exchanged in a variety of ways within and between the internal and external environment to supply inputs and remove outputs for life processes. The respiratory, circulatory, digestive, and urinary systems control the exchange and transport around the body of materials required for efficient functioning. The lifestyle choices we make can have consequences for the optimal functioning of these systems. Humans can intervene to treat dysfunction and influence the quality of life of the individual. Students investigate the body systems through real or virtual dissections and practical examination of cells, organs, and systems. They research contemporary treatments for dysfunctions to the body systems and are encouraged to use ICT to interpret and communicate their findings in a variety of ways.

**Unit 2: Reproduction**

This unit explores the role that males and females have in reproduction, including contraception, and the issues of sexually transmitted infections. Students learn about the reproductive systems of males and females and how they are specialised in many different ways to produce differentiated gametes (eggs and sperm) and ensure the chances of fertilisation and implantation are more likely. The healthy development of the embryo and foetus can be monitored, and technologies available will be presented. Where there are instances of infertility, options available for couples, along with associated risks, will be considered, in addition to lifestyle choices that can affect fertility. Sexually transmitted infections will be researched, and effects, treatments, and ways to minimise infection will be examined. Students apply their knowledge to construct a deoxyribonucleic acid (DNA) model and demonstrate cell division processes. They are encouraged to use ICT to interpret and communicate their findings in a variety of ways.

**HUMAN BIOLOGY (choice of ATAR or General Course) (continued)**

**GTHBY - Year 12 units, 2025:**

**Unit 3: Coordination**

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

**Unit 4: Infectious disease**

This unit explores the causes and spread of disease and how humans respond to invading pathogens. Disease is caused by various pathogens that are transmitted between individuals and populations in many different ways. Prevention of transmission of disease can be achieved by adopting good hygiene practices at a personal, domestic and workplace level. The body responds naturally to disease in several ways. These actions of the body can be assisted by the use of medications, such as antibiotics, and the use of vaccines. Improvement in technology and transportation has resulted in humans becoming less geographically isolated, resulting in the transmission of disease becoming an increasing global issue. The frequency of particular diseases in geographical areas is dependent upon population density and standards of sanitation and health services. Students investigate transmission of diseases using second-hand data from a historical perspective and recent global incidences. They consider how data is used to inform personal decisions and community responses related to disease prevention and control.

**Assessment**

Students will be assessed each semester in a range of tasks which will be used to produce a course mark and grade for each unit.

Type of assessment: Human Biology ATAR course	ATAR Course Weighting	General Course Weighting
<p><b>Science inquiry:</b> 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. Students must complete at least one investigation over the pair of units.</p> <p><b>Practical:</b> 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.</p> <p><b>Investigation:</b> Investigations are more extensive activities, which can include experimental testing; conducting surveys; and/or comprehensive scientific reports.</p>	20%	40%
<p><b>Extended response:</b> 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.</p> <p>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.</p>	15%	20%
<p><b>Test:</b> 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.</p>	25%	40%
<p><b>Examination:</b> 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.</p>	40%	-

## JAPANESE: SECOND LANGUAGE (an ATAR Course)

Japanese has been identified as one of the priority languages from the Asia-Pacific region to be taught in Australian schools in recognition of the close economic and cultural ties between Australia and Japan. Japanese has been taught in Australia for over 100 years and is the most widely taught second language in Australian schools. Through the study of Japanese, students are introduced to the language and rich cultural traditions of Japan as well as gaining an enhanced understanding of attitudes and values within Australian society. In the **ATAR Japanese: Second Language** course, students learn how to communicate appropriately and effectively with Japanese speakers in a range of contexts both here in Australia and in Japan. In doing so, they develop a stronger sense of themselves and greater respect for people from other cultures. This course progresses from the Year 7–10 curriculum and focuses on further developing a student’s knowledge and understanding of the culture and the language of Japanese-speaking communities. Students gain a broader and deeper understanding of the Japanese language and extend and refine their communication skills.

Students who select Japanese will study units 1 and 2 in Year 11 and may choose units 3 and 4 in Year 12. **This course is suitable for students who intend to sit the ATAR examination and obtain an Australian Tertiary Admission Rank (ATAR).**

This course is aimed at students for whom Japanese is a second, or subsequent, language. These students have not been exposed to, or interacted in, the language outside the language classroom. They have typically learnt everything they know about the Japanese language and culture through classroom teaching in an Australian school, or similar environment, where English is the language of school instruction.

### Japanese: Second language ATAR eligibility criteria

The SCSA has made changes to the application process for enrolment in all language courses. In the Japanese ATAR stream there are two courses: Second Language and Background Language. Hale School will offer the Second Language course to eligible students. For information on eligibility criteria, please refer to the SCSA website:

<https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/languages>

### Tertiary Entrance Aggregate: LOTE Bonus

A LOTE bonus of 10% of a LOTE scaled score is added to the aggregate of the best four scaled scores. If more than one LOTE has been sat, only one (the best) LOTE scaled score can be used as the LOTE bonus. You receive the LOTE bonus irrespective of whether your LOTE course was counted as one of the best four.

## Japanese: Second Language – ATAR Course

### AEJSL - Year 11 units, 2025:

**Unit 1:** This unit focuses on にちじょうせいかつ日常生活 (Daily life). Through the three topics: My life せいかつ私の生活, Home life せいかつ学校と家での生活, and Daily life せいかつ生活をくらべて, students further develop their communication skills in Japanese and gain a broader insight into the language and culture.

**Unit 2:** This unit focuses on ようこそ、私の国へ! (Welcome to my country). Through the three topics: Welcoming a guest ようこそ!, Seasonal activities and celebrations しきとイベント, and Healthy lifestyles けんこう, students extend their communication skills in Japanese and gain a broader insight into the language and culture.

### ATJSL - Year 12 units, 2026:

**Unit 3:** This unit focuses on りょこうしゃわかい旅行者 (Young travellers). Through the two topics: Travel りょこう旅行 and Part-time jobs and money アルバイトとお金, students extend and refine their communication skills in Japanese and gain a broader and deeper understanding of the language and culture.

**JAPANESE: SECOND LANGUAGE (an ATAR Course) (continued)**

**Unit 4:** This unit focuses on **かこと 未来 (Reflections and horizons)**. Through the three topics: This year and beyond **今年と 将来**, Youth events and pathways **若者の行事と進路** and Future plans **未来**, students extend and refine their communication skills in Japanese and gain a broader and deeper understanding of the language and culture.

**Assessment:**

Students will be assessed in four outcomes relating to Listening and Responding; Spoken Interaction; Viewing, Reading, and Responding and Writing. Types of assessment will include Oral Communication; Response (Listening, Viewing and Reading) and Written Communication.

Type of assessment: Japanese ATAR course	Weighting Year 11
<p><b>Oral communication</b> Interaction with others to exchange information, ideas, opinions and/or experiences in spoken Japanese. This can involve participating in an interview, a conversation and/or a discussion. Typically, these tasks are administered under test conditions.</p>	20%
<p><b>Response: Listening</b> Comprehension and interpretation of, and response in English to, a range of Japanese spoken texts, such as interviews, announcements, conversations and/or discussions. Typically, these tasks are administered under test conditions.</p>	15%
<p><b>Response: Viewing and reading</b> Comprehension and interpretation of, and response in English to, a range of Japanese print and/or audiovisual texts, such as emails, blog postings, films/television programs (excerpts), letters, reviews and/or articles. Typically, these tasks are administered under test conditions.</p>	15%
<p><b>Written communication</b> Production of written texts to express information, ideas, opinions and/or experiences in Japanese. This can involve responding to a stimulus, such as a blog posting, an image and/or a chart, or writing a text, such as a journal/diary entry, an account, a review, a summary and/or an email. Typically, these tasks are administered under test conditions.</p>	20%
<p><b>Practical (oral) examination</b> 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.</p>	10%
<p><b>Written examination</b> 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.</p>	20%

## LITERATURE (an ATAR Course)

All senior secondary English subjects aim to develop students’:

- skills in listening, speaking, reading and writing
- capacity to create texts for a range of purposes, audiences and contexts
- understanding and appreciation of different uses of language.

In addition, the **ATAR Literature** course aims to develop students’:

- ability to respond personally, critically and imaginatively to a range of literary texts drawn from Australian and other historical, contemporary and cultural contexts and traditions
- capacity to contest complex and challenging ideas in order to form their own interpretations informed by a range of critical perspectives
- capacity to reflect critically on connections and resonances between texts.

A typical year of study comprises a pair of units. The complexity of the syllabus content increases from Year 11 to Year 12. The content and learning outcomes for each unit are described fully in the syllabus documents available at <http://www.scsa.wa.edu.au/>. This document offers a general description of each unit.

Students who satisfactorily complete Literature ATAR units 1 and 2 in Year 11, would normally select Literature ATAR units 3 and 4 in Year 12. **This combination, or the English ATAR equivalent, is usually the appropriate selection for students who intend to sit the ATAR examination and obtain an Australian Tertiary Admission Rank (ATAR).**

### Literature – ATAR Course

#### **AELIT - Year 11 units, 2025:**

**Unit 1:** This unit develops students’ knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural, and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and the reader’s response. This unit develops knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences. A range of literary forms is considered: prose fiction, poetry, and drama. The significance of ideas and the distinctive qualities of texts are analysed through detailed textual study. Through the creation of analytical responses, students frame consistent arguments that are substantiated by relevant evidence. In the creation of imaginative texts, students explore and experiment with aspects of style and form.

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

#### **ATLIT - Year 12 units, 2025:**

**Unit 3:** This unit develops students’ knowledge and understanding of the relationship between language, culture, and identity in literary texts. Students inquire into the power of language to represent ideas, events, and people, comparing these across a range of texts, contexts, modes and forms. Through critical analysis and evaluation, the values and attitudes represented in and through texts and their impact on the reader are examined. Throughout the unit, students create analytical responses that are characterised by a confident, engaging style and informed observation. In creating imaginative texts, students experiment with language, adapt forms and challenge conventions and ideas.

**LITERATURE (an ATAR Course) (continued)**

**Unit 4:** The final unit develops students’ appreciation of the significance of literary study through close critical analysis of literary texts drawn from a range of forms, genres, and styles. Students reflect upon the creative use of language, and the structural and stylistic features that shape meaning and influence response. The unit focuses on the dynamic nature of literary interpretation and considers the insights texts offer, their literary conventions and aesthetic appeal. Analytical responses demonstrate increasing independence in interpreting texts and synthesising a range of perspectives into critical and imaginative responses. In creating imaginative texts, students experiment with literary conventions and reflect on how the created text takes into account the expectations of audiences.

**Assessment**

Assessment varies between courses. The following table summarises the assessment types and weighting prescribed by SCSA.

Type of assessment: Literature courses	ATAR COURSE	
	Weighting Year 11	Weighting Year 12
<p><b>Extended written response</b> This could include analytical, discursive, and reflective responses in a number of forms, for example, long essays, research assignments, feature articles or a collection of journal entries.</p>	10–20%	15%
<p><b>Short written response</b> This could include analytical, discursive, and reflective responses in a number of forms, for example, short essays, close readings, short responses to a series of questions or individual journal entries.</p>	30–40%	35%
<p><b>Creative production</b> This could include writing in the three genres of poetry, prose, and drama, for example, poems, short stories, scripts, or multimodal texts.</p>	10–20%	10%
<p><b>Oral</b> This could include oral work in a number of forms, for example, speeches, tutorials, group discussions, panel discussions or performances such as role play or reader’s theatre.</p>	10–20%	10%
<p><b>Examinations</b> This could include extended or short written responses in appropriate forms.</p>	20–30%	30%



## MATERIALS DESIGN AND TECHNOLOGY (choice of ATAR or General Course)

In the **ATAR and General Materials Design and Technology** courses students design and create products. In order to do this well, they research and test materials and use strategies to develop innovative and creative ideas. They apply skills of management in planning and implementing a process, at the same time as they manipulate tools and machines to produce high quality products. They document what they think and do in electronic and graphical form and work independently and in collaboration with others to become confident and informed consumers in a technological context. The courses foster innovation and creativity when problem solving, which are essential skills for an ever-changing workplace environment. This course would suit students considering careers in industrial design, architecture, mechanical or civil engineering, interior design, drafting, set design or furniture design and manufacturing. The ATAR course is offered in the context of wood, the General course is offered in the context of wood or metal.

- 1 Students who select the ATAR Course Units 1 and 2 in Year 11 will have the option to study the ATAR course Units 3 and 4 in Year 12. **This course is suitable for students who intend to sit the ATAR examination in Year 12 and obtain an Australian Tertiary Admission Rank (ATAR).**
- 2 Students who select the General Course Units 1 and 2 during Year 11 may choose to study the General Course Units 3 and 4 in Year 12. As there is no examination requirement for General units, this selection is **not suitable** for students who require an Australian Tertiary Entrance Rank (ATAR) but is highly suited to students who wish to apply for entrance to university via alternative pathways or to TAFE.

### Materials Design and Technology Wood - ATAR Course

#### AEMDTW - Year 11 units, 2025:

**Unit 1:** Students develop an understanding of the elements and fundamentals of design and consider human factors involved in their projects. They develop creative thinking strategies and work on design projects within specified constraints. They learn about the classification, structure, and properties of a variety of appropriate materials and about manufacturing and production skills and techniques. They develop the skills and techniques appropriate to the materials being used and gain practice in planning and managing processes through the production of design project and learn about risk management and ongoing evaluation processes.

**Unit 2:** Students learn about the nature of designing for a client, target audience or market. They learn about the nature, properties and environmental impacts and issues related to a variety of materials, and production techniques and apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. Students will learn to develop creative thinking strategies, and work on design projects within specified constraints as well as consider the environmental impacts and issues related to the sustainability and recycling of materials. They extend their understanding of safe working practices and contemporary manufacturing techniques, and develop the knowledge, understanding and skills required to manage the processes of designing and manufacturing.

#### ATMDTW - Year 12 units, 2025:

**Unit 3:** Students extend their understanding of design aesthetics through the application of the elements and principles of design and the use of creative and critical thinking strategies. They work with an open and self-directed design brief to manage a project to design products to meet needs and investigate a range of materials and analyse the molecular structure, relating material characteristics and properties, and methods of processing and finishing, appropriate to their application and use. Throughout the course, students identify and manage risks. They select and use appropriate methods for communicating ideas and design development, develop competence with production processes and learn to manage projects to determined design specifications.

**Unit 4:** Students investigate and analyse cultural and social factors which may have influenced historical and contemporary design and extend their understanding of design aesthetics by using creative and critical thinking strategies. They critically examine current products and explore how emerging materials and technologies may affect, and be incorporated into, the design and development of future products. Students will incorporate a wide range of design concepts and apply sophisticated conceptualization skills and production processes to realizing design ideas that reflect their personal influences in combination with the style and tastes of a target audience/market.



OR

### **Materials Design and Technology Wood or Metal - General Course**

#### **GEMDTW/M - Year 11 units, 2025:**

**Unit 1:** Students interact with a variety of items that have been specifically designed to meet certain needs. Students are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they design. Throughout the process, students learn about the origins, classifications, properties, and suitability for purpose of the materials they are using and are introduced to a range of production equipment and techniques. They develop materials manipulation skills and production management strategies and are given the opportunity to realise their design ideas through the production of their design project.

**Unit 2:** Students interact with products designed for a specific market. They use a range of techniques to gather information about existing products and apply the fundamentals of design. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing what they design. Throughout the process, students learn about the origins, classifications, properties, and suitability for end use of materials they are working with. Students are introduced to a range of technology skills and are encouraged to generate ideas and realise them through the production of their design projects. They work within a defined environment and learn to use a variety of relevant technologies safely and effectively. Students, in consultation with teachers, select projects of interest and then design and make products suitable for a specific market.

#### **GTMDTW/M - Year 12 units, 2025:**

**Unit 3:** Students develop an understanding of the elements and fundamentals of design and consider human factors involved in the design, production, and use of their projects. They develop creative thinking strategies and work on design projects within specified constraints. Students learn about the classification and properties of a variety of materials and make appropriate materials selection for design needs. Students learn about manufacturing and production skills and techniques. They develop the skills and techniques appropriate to the materials being used and gain practice in planning and managing processes through the production of design project. They learn about risk management and ongoing evaluation processes.

**Unit 4:** Students learn about the nature of designing for a client, target audience or market. Students apply an understanding of the elements and fundamentals of design and consider human factors involved in their design projects. Students learn about the nature, properties and environmental impacts related to a variety of materials and production techniques. They develop creative thinking strategies, work on design projects within specified constraints and consider the environmental impacts of recycling of materials. Students extend their understanding of safe working practices and contemporary manufacturing techniques and develop the knowledge, understanding and skills required to manage the processes of designing and manufacturing.

**MATERIALS DESIGN AND TECHNOLOGY (choice of ATAR or General Course) (continued)**

**Assessment Year 11 ATAR Course**

Type of assessment	Weighting
<p><b>Design (Practical portfolio)</b>                      Research work in which students conduct and communicate an investigation.                      Students are assessed on how they:</p> <ul style="list-style-type: none"> <li>investigate products or projects</li> <li>devise, develop and modify design solutions throughout the technology process</li> <li>present their findings in written, oral, or multimedia form.</li> </ul> <p>Types of evidence can include images, observation checklists, evaluation tools (self or peer), journal entries, design proposals and project proposals using a range of communication strategies.</p>	25%
<p><b>Production (Practical)</b>                      Extended and manufacturing project(s) where students control, evaluate and manage processes.                      Students are assessed on their:</p> <ul style="list-style-type: none"> <li>understanding, confidence and competence when using skills in manufacturing processes and when managing production plans</li> <li>manufactured product in terms of quality and finish.</li> </ul> <p>Types of evidence can include manufactured products, journal entries, observation checklists and evaluation tools (self or peer) and on-balance judgements.</p>	50%
<p><b>Response (Written)</b>                      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.</p>	25%

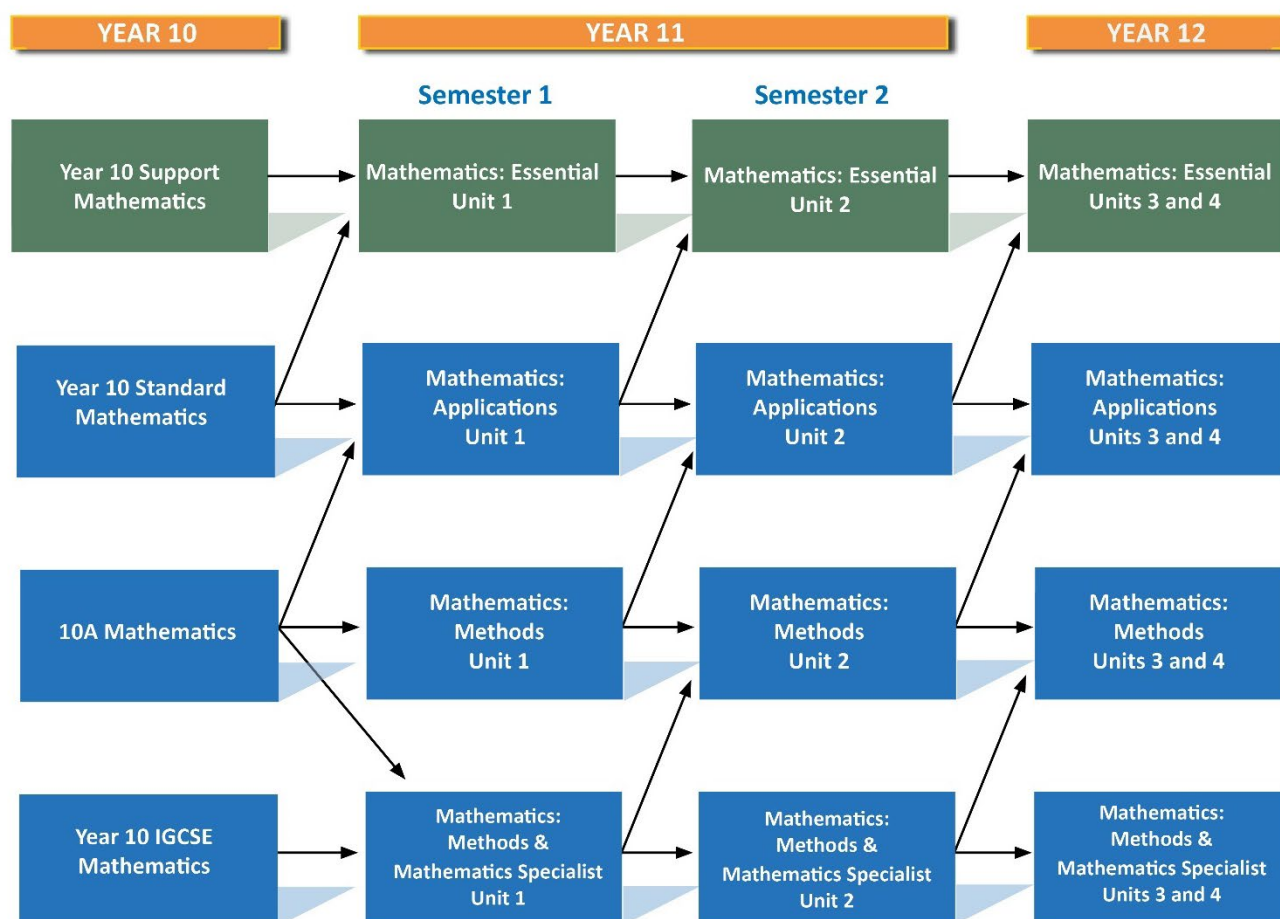
**Assessment Year 11 General Course**

Type of assessment	Weighting
<p><b>Design (Practical portfolio)</b>                      Students apply a design process to develop a product or project.                      Students are assessed on how they:</p> <ul style="list-style-type: none"> <li>investigate products or projects</li> <li>devise, develop and modify design solutions throughout the technology process</li> <li>present their findings in written, oral, or multimedia form.</li> </ul> <p>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.</p>	25%
<p><b>Production (Practical)</b>                      Extended and manufacturing project(s) where students control, evaluate and manage processes.                      Students are assessed on their:</p> <ul style="list-style-type: none"> <li>understanding, confidence and competence when using skills in manufacturing processes and when managing production plans</li> <li>manufactured product in terms of quality and finish.</li> </ul> <p>Types of evidence can include manufactured products, journal, observation checklists and evaluation tools (self or peer) and on-balance judgements.</p>	50%
<p><b>Response (written)</b>                      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.</p>	10%
<p><b>Externally set task</b>                      A written task or item or set of items of one-hour duration developed by the School Curriculum and Standards Authority and administered by the school.</p>	15%

## MATHEMATICS (choice of ATAR or General Courses)

There are four **mathematics** courses offered at Hale School - one General course and three ATAR courses. Each course is organised into four units, with Unit 1 and Unit 2 being taken in Year 11 and Unit 3 and Unit 4 in Year 12. The ATAR examination for each of the three ATAR courses is based on Unit 3 and Unit 4 content only.

The courses are differentiated, each focusing on a pathway that will meet the learning needs of a particular group of senior secondary students. There are multiple pathways in Mathematics offered in Years 11 and 12 as shown in the table below. We encourage students to speak to their Mathematics teacher about the pathway they are aiming for and their current progress towards that goal.



**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. The skills and understandings developed throughout the course will be further enhanced and reinforced through presentation related to areas encountered in vocational education and training (VET), apprenticeships, traineeships, or employment.

**As there is no external examination requirement for Mathematics Essential units, this selection is not suitable for students who wish to sit the ATAR examination and obtain an Australian Tertiary Admission Rank (ATAR).**

**MATHEMATICS (choice of ATAR or General Courses) (continued)****Mathematics Essential – General Course****GEMAE - Year 11 units, 2025**

**Unit 1** provides students with the mathematical skills and understanding to solve problems relating to calculations, the use of formulas to find an unknown quantity, applications of measurement and the use and interpretation of graphs. Possible contexts for this unit are earning and managing money, and nutrition and health.

**Unit 2** provides students with the mathematical skills and understanding to solve problems related to representing and comparing data, percentages, rates and ratios, and time and motion. Possible contexts for this unit to achieve this goal are transport and independent living.

**GTMAE - Year 12 units, 2025**

**Unit 3** provides students with the mathematical skills and understanding to solve problems related to **measurement**, scales, plans, and models, drawing and interpreting **graphs** and **data collection**. Possible contexts for this unit are Construction and design, and Medicine.

**Unit 4** provides students with the mathematical skills and understanding to solve problems related to **probability**, **earth geometry** and time zones, **financial mathematics** - loans and compound interest. Possible contexts for this unit are Finance, and Travel.

OR

**Mathematics Applications** 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.

**This course is suitable for students who intend to sit the ATAR examination and obtain an Australian Tertiary Admission Rank (ATAR).**

**Mathematics Applications – ATAR Course****AEMAA - Year 11 units, 2025**

**Unit 1: 'Consumer arithmetic'** reviews the concepts of rate and percentage change in the context of earning and managing money and provides a context for the use of spread sheets. **'Algebra and matrices'** continues the study of algebra and introduces the new topic of matrices. The emphasis of this topic is the symbolic representation and manipulation of information from real-life contexts using algebra and matrices. **'Shape and measurement'** extends the knowledge and skills students with the concept of similarity and associated calculations involving simple and compound geometric shapes.

**Unit 2: 'Univariate data analysis and the statistical investigation process'** develops students' ability to organise and summarise univariate data in the context of conducting a statistical investigation. **'Applications of trigonometry'** extends students' knowledge of trigonometry to solve practical problems involving non-right-angled triangles in both two and three dimensions, including problems involving the use of angles of elevation and depression and bearings in navigation. **'Linear equations and their graphs'** use linear equations and straight-line graphs, as well as linear-piecewise and step graphs, to model and analyse practical situations.

**ATMAA - Year 12 units, 2025**

**Unit 3** contains **'Bivariate data analysis'** which introduces students to some methods for identifying, analysing, and describing associations between pairs of variables, including using the least-squares method as a tool for modelling and analysing linear associations. **'Growth and decay in sequences'** employs recursion to generate sequences that can be used to model and investigate patterns of growth and decay in discrete situations, including modelling the growth of a compound interest investment, the growth of a bacterial population, or the decrease in the value of a car over time. Sequences are also essential to understanding the patterns of growth and decay in loans and investments that are studied in detail in Unit 4. **'Graphs and networks'** introduces students to the language of graphs and the way in which graphs, represented as a collection of points and interconnecting lines, can be used to analyse everyday situations, such as a rail or social network.

## MATHEMATICS (choice of ATAR or General Courses) (continued)

**Unit 4** contains 'Time series analysis' continues students' study of statistics by introducing them to the concepts and techniques of time series analysis. 'Loans, investments, and annuities' aims to provide students with sufficient knowledge of financial mathematics to solve practical problems associated with taking out or refinancing a mortgage and making investments. 'Networks and decision mathematics' uses networks to model and aid decision making in practical situations.

OR

**Mathematics Methods** 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. **This course is suitable for students who intend to sit the ATAR examination and obtain an Australian Tertiary Admission Rank (ATAR).**

### Mathematics Methods – ATAR Course

#### AEMAM - Year 11 units, 2025

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

**Unit 2** includes **exponential functions** are introduced and their properties and graphs examined. **Arithmetic and geometric sequences** and their applications are introduced, and their recursive definitions applied. This first **calculus** topic concludes with derivatives of polynomial functions, using simple applications of the derivative to sketch curves, calculate slopes and equations of tangents, determine instantaneous velocities, and solve optimisation problems.

#### ATMAM - Year 12 units, 2025

**Unit 3** contains the study of calculus continues by introducing the derivatives of exponential and trigonometric functions and their applications, as well as some basic differentiation techniques and the concept of a second derivative, its meaning, and applications. Integration, both as a process that reverses differentiation and as a way of calculating areas. The fundamental theorem of calculus as a link between differentiation and integration is emphasised. Discrete random variables are introduced, together with their uses in modelling random processes involving chance and variation. The purpose here is to develop a framework for statistical inference.

**Unit 4** contains logarithmic function, and its derivative are studied. Continuous random variables are introduced, and their applications examined. Probabilities associated with continuous distributions are calculated using definite integrals. Students are introduced to statistical inference, where the goal is to estimate an unknown parameter associated with a population using a sample of that population. However, inference is restricted to estimating proportions in two-outcome populations.

OR

## MATHEMATICS (Choice of ATAR or General Courses) (continued)

The **Mathematics Specialist** ATAR course has been designed to be taken in conjunction with the Mathematical Methods ATAR course. The subject contains topics in functions, calculus, probability, and statistics that build on and deepen the ideas presented in the Mathematical Methods ATAR course and demonstrate their application in many areas. Vectors, complex numbers, and matrices are introduced.

This course, studied in combination with Year 11 and 12 units in the Mathematics Methods course, is suitable for students who wish to sit a ATAR examination, obtain an Australian Tertiary Admission Rank (ATAR) and study courses that rely on strong mathematics skills at university, such as Mathematics, Engineering and pure Science.

### Mathematics Specialist – ATAR Course

#### AEMAS - Year 11 units, 2025

**Unit 1** includes **Combinatorics** or counting techniques, including permutations and combinations, provides methods that are very useful in many areas of mathematics, including probability and algebra. The **vectors** topic provides new perspectives on working with two-dimensional space and serves as an introduction to techniques which can be extended to three-dimensional space in Unit 3. The **geometry** topic builds on previous knowledge in this area and develops an understanding of mathematical arguments. This topic also provides the opportunity to summarise and extend students' studies in Euclidean Geometry, knowledge of which is of great benefit in the later study of topics such as vectors and complex numbers.

**Unit 2** includes the **trigonometry** topic in which students study graphs and equations using standard trigonometric functions and learn how to manipulate trigonometric expressions into equivalent forms. Trigonometric functions are also used to model situations where periodic motion is present. The **matrices** topic develops new perspectives for working with two-dimensional space as well as solving systems of equations. Students are introduced to **complex numbers** and their representation in the plane and further develops the ideas of mathematical proof.

#### ATMAS - Year 12 units, 2025

##### Mathematics Specialist – ATAR Course

**Unit 3** contains the Cartesian form of **complex numbers** introduced in Unit 2 and is extended to the polar form. The study of **functions and techniques of calculus** is extended and utilised in the sketching of graphs and the solution of problems involving integration. The study of **vectors** is extended to three-dimensional vectors, vector equations and vector calculus, with the latter building on students' knowledge of calculus from the **Mathematics Methods** ATAR course. Cartesian and vector equations, together with equations of planes, enables students to solve geometric problems and to solve problems involving motion in three-dimensional space.

**Unit 4** contains further study of **differentiation and integration** of functions, and the techniques developed from this and previous topics in calculus are applied to the area of simple differential equations, in particular in biology and kinematics. These topics serve to demonstrate the applicability of the mathematics learnt throughout this course. Also, in this unit, all of the students' previous experience in statistics is drawn together in the study of the **distribution of sample means**. This is a topic that demonstrates the utility and power of statistics.



**MATHEMATICS (Choice of ATAR or General Courses) (continued)**

**Assessment**

Students will be assessed each semester in a range of tasks which will be used to produce a course mark and grade for each unit.

Type of assessment: Mathematics General course	Year 11 Weighting
<p><b>Response</b> Responses can be in written or oral form. Evidence can include tests, assignments, quizzes and observation checklists.</p>	50%
<p><b>Practical applications</b> Evidence forms can include written work, observation checklists, spreadsheets, pictures, diagrams, tables or graphs, media, photographs, video and/or models created by the student.</p>	50%

Type of assessment: Mathematics ATAR courses	Year 11 Weighting
<p><b>Response</b> 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.</p>	40%
<p><b>Investigations</b> Students plan, research, conduct and communicate, the findings of an investigation/project. 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.</p>	20%
<p><b>Examination</b> 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.</p>	40%

**Mathematics Bonus**

A Mathematics bonus of 10% of the final scaled score is added to the aggregate of the best four scaled scores from which the Australian Tertiary Admission Rank (ATAR) is derived. This bonus will apply to both the Mathematics Methods and Mathematics Specialist course. If a student takes both courses, then they will receive a bonus from each of them. A student receives the Mathematics bonus irrespective of whether the Mathematics course was counted as one of the best four.

**Unacceptable Combinations**

For 2025 university admission, unacceptable combination rules will apply to Mathematics ATAR courses:

- Mathematics Applications ATAR and Mathematics Specialist ATAR is an unacceptable combination.

Only one scaled score from the unacceptable combination can be used in the calculation of the ATAR.



## **MEDIA PRODUCTION AND ANALYSIS (an ATAR Course)**

Year 11 **ATAR Media Production and Analysis** welcomes students to Hale’s new state-of-the art production studios and classrooms. This versatile multimedia facility gives students many opportunities to learn to operate 4K digital cameras, lighting grids, microphones, Steadicams, teleprompters, green screen technology and a range of editing software. Hale’s dedicated control room also gives students the potential to learn production roles in film, television, radio, podcasting, streaming and more.

Year 11 ATAR Media Studies offers Hale students a dynamic, engaging and hands-on course in which students celebrate and the highs - and lows - of popular culture media and uncover the increasingly global and growing influence of media. In Semester 1, students analyse to allure of popular media, from Andy Warhol to Vin Diesel, and unpack the methods and meanings behind works they know and works they will discover. In Semester 2, students learn about the more selective, seductive and secretive influence of media, and how the likes of influencers, journalists and media tycoons turn production into profit. Students will have access to a range of state-of-the-art media equipment, including Hale’s new multi-media studios and sound rooms.

**The ATAR Media course is suitable for students who intend to sit the ATAR examination and obtain an Australian Tertiary Admission Rank (ATAR).**

### **Media Production and Analysis – ATAR Course**

#### **AEMPA - Year 11 units, 2025**

##### **Unit 1: Popular Culture**

Students learn the concept of ‘popular’ culture and consider the types of media, producers and audiences from which popular culture evolves, such as representations of celebrity, film, music and music video. Students learn how to interpret the codes, conventions and meanings created explore a variety of popular media film such as *The Dark Knight* (2008) and *Get Out* (2017), and music videos such as *This Is America* (2018).

##### **Unit 2: Influence**

Students learn the nature and motivations behind influential media, viewing and interpreting the work of celebrity influencers, award winning journalists and multi-media millionaires. Students will analyse non-fiction film (*Spotlight*, 2015), documentary (*9/11*, 2012), podcasts (*Serial*, 2014) and a range of news and social media texts to learn about representations, motivations, values and issues within media work. They draw on this knowledge when developing ideas for their own influential documentary or podcast.

#### **ATMPA - Year 12 units, 2026**

##### **Unit 3: Media Art**

Students analyse and respond to contemporary and traditional examples of media art. They identify techniques and meanings that are created and consider audience interpretation and perception of media art. Students extend and refine their own ideas and production skills to produce media work. Students explore a range of media art and develop their understanding of how media aesthetics, themes and meanings are created. Students examine the impact of artistic and cultural contexts on media and how audiences interpret media art. Students are encouraged to experiment with technologies, narratives, codes, and conventions to express their ideas and creativity through audio-visual production work.

##### **Unit 4: Power and Persuasion**

Students examine the way that persuasive media and producers reflect, challenge and shape audience values and attitudes. Students extend and refine their own ideas and production skills to produce media work. Students extend their understanding of persuasive media by examining the nature of its influence, such as in propaganda and political persuasion. Students explore the media’s potential to influence audiences. Students are encouraged to experiment with technologies, narratives, codes, and conventions to express their ideas and creativity in audio-visual production work.

Materials: External hard drive, SD card.

**MEDIA PRODUCTION AND ANALYSIS (an ATAR Course) (continued)****Assessment**

Practical Component: Two media productions (50%)

Written component: Four response tasks, two exams (50%)

**Assessment table – Year 11**

Type of assessment	Weighting
<b>Production</b> Extended production project which can be completed as either a single task or as separate tasks. Students explore ideas through creative processes to achieve aesthetic value in production. Independently or in a team, manage a range of production processes, evaluating and modifying them as necessary. Demonstrate an understanding of theme, styles, structures, codes and conventions. Develop confidence and competence in the use of technologies, skills and processes in a range of contexts. Reflect on and evaluate own and peer production work.	50%
<b>Response</b> Students research and communicate findings based on the analysis of audiences, media contexts and media examples.	30%
<b>Written examination</b> 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.	20%

## MUSIC (an ATAR Course)

The **Music ATAR** course encourages students to explore a range of musical experiences, developing their musical skills and understanding, and creative and expressive potential. Through the practical study of Music, individually and with others, students grow in confidence as musicians, engaging in opportunities to perform, compose, analyse, and develop music literacy. Students demonstrate critical and creative thinking, self-regulation, collaboration, reflective practice, resilience, and perseverance, which are integral to the development of holistic musicians.

The course consists of two components: a written component incorporating Music Literacy, Music Analysis, and Composition; and a practical component. Students may choose to perform on an instrument or voice and/or submit a composition portfolio to fulfil the requirements of the practical component. The performance option has four defined styles: Contemporary, Jazz, Music Theatre, and Western Art Music. Students will choose an appropriate style in consultation with their classroom teacher and/or instrumental/vocal teacher.

The **Music** course provides opportunities for students to engage in a variety of activities to develop skills in aural and visual identification and analysis of the elements and characteristics of music, including playing, singing, listening, reading, and writing various forms of notation. Students creatively manipulate the elements of music as they compose their own music works, and refine them through critical listening, singing, playing, and gathering feedback from others. As empathetic, independent learners, students seek life-long engagement and enjoyment through the pursuit of music, be it personal, social, cultural, or vocational.

Studying music can provide a pathway for further training and employment in a range of professions within the music industry. The general capabilities are strongly represented in Music; these encompass the knowledge, skills, behaviours, and dispositions that will assist students to live and work successfully in the twenty-first century. These General Capabilities and Cross-Curriculum Priorities links are highly desirable to employers and educational institutions.

Students who select this course will study Units 1 and 2 in Year 11 and may choose Units 3 and 4 in Year 12. **This course is suitable for students who intend to sit the ATAR examination and obtain an Australian Tertiary Admission Rank (ATAR).**

### Music – ATAR Course

#### AEMUS - Year 11 units, 2025

##### Unit 1

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

**Music analysis theme: Elements.** What are the building blocks that make music work?

Students respond to music as they explore the creative application of music elements across time, place, and culture. They gain greater familiarity with how and why music is created by engaging with a range of designated works and developing their understanding and use of music elements.

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

##### Unit 2

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

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

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

**MUSIC (an ATAR Course) (continued)**

**ATMUS - Year 12 units, 2025**

**Unit 3**

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

**Music analysis theme: Identities.** What can music tell us about people? Through the journey of critically considering how music can be used as a powerful form of expression, students explore the potential for music to communicate identity.

Students analyse and understand ways in which the elements and characteristics of music can be applied to express:

- personal identity – developing and expressing the composer’s own musical identity
- socio-political identity – a vehicle to express societal and political views and values
- cultural identity – reflecting the shared characteristics of a group of people in a given place and time.

**Unit 4**

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

**Music analysis theme: Innovations.** What drives a composer to create something truly different? Innovation within music is a result of ideas driven by personal experience, socio-political and cultural influences. Students analyse and understand music that demonstrates innovative use of music elements and concepts, responding to how this challenged, further developed or reimagined music traditions to create new ideas and communicate new meanings.

**Assessment**

Students will be assessed each semester in a range of tasks used to produce a course mark and grade for each unit. Delivery of the practical component requires individual tuition from an instrumental teacher or composition tutor/supervisor and generally takes place outside the allocated classroom time. The classroom teacher is responsible for managing the delivery and assessment process of the practical component. Performance students must have a weekly instrumental lesson and commit to a regular practice routine. Students are required to participate in relevant ensembles and are given regular performance opportunities to build confidence and prepare for recital examinations. Composition students are given the opportunity to present their compositions to prepare for the submission of the composition portfolio and are ranked accordingly with performance students for the practical component.

The practical component is worth 50% of the overall school-based assessment. 30% of this 50% is allocated to the school-based practical examination, which correlates with the ATAR course examination structure and requirements. The remaining 20% is allocated to performance tasks assessed during class time by the classroom teacher or in conjunction with the instrumental teacher, ensemble director or external markers.

Assessment type	Number per year	Weighting of type
Examinations (including written and practical components)	2	50
Practical (class-based performance and/or composition portfolio)	2	20
Music analysis (analysis of designated works and unseen works)	2	10
Music literacy (i.e. Aural and theory)	2	10
Composition (musical works developed over time, including evidence of development)	1	10
	<b>9</b>	<b>100</b>

## OUTDOOR EDUCATION (a General Course)

Through interaction with the natural world, Outdoor Education aims to develop an understanding of our relationships with the environment, others, and ourselves. The **Outdoor Education** General course focuses on outdoor activities in a range of environments, including mountain biking, sailing, white water kayaking, canoeing, and camping. It provides students with an opportunity to develop essential life skills and physical activity skills, and an opportunity to develop a comprehensive understanding of the environment and develop a positive relationship with nature. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and careers in outdoor pursuits, leadership, environmental management, or eco-tourism.

The **Outdoor Education** General course is based on an experiential learning cycle. This cycle is made up of three stages: plan, do and review. Students plan for outdoor experiences, participate in these experiences, and reflect on their involvement. As part of this course, they will participate in one or two outdoor adventure activities which are non-competitive and contain some element of risk. This will include at least one single-day excursion and a minimum of one overnight expedition in a natural environment.

As there is no examination requirement for General units, The **General Outdoor Education** course cannot count towards an Australian Tertiary Entrance Rank (ATAR) but is highly suited to students who wish to apply for entrance to university via alternative pathways or to TAFE.

### Outdoor Education – General Course

#### GEOED - Year 11 units, 2025:

##### Unit 1: Experiencing the outdoors (Mountain Biking)

In Unit 1 students are required to supply their **own bike** and must be capable of mountain biking. An experiential approach is used to discover what being active in the environment is all about. Students are introduced to outdoor adventure activities where they can develop and improve technical skills and apply appropriate practices to ensure safe participation. They understand basic planning and organisational requirements necessary for them to participate in safe, short-duration excursions/expeditions in selected outdoor activities. They begin developing skills in roping and navigation. Students are introduced to personal skills and interpersonal skills, including self-awareness, communication, and leadership. Features of natural environments and examples of local environmental management and 'Leave No Trace' principles are introduced.

##### Unit 2: Facing challenges in the outdoors (Surf Kayaking)

This unit offers the opportunity to engage in a range of outdoor adventure activities that pose challenges and encourage students to step outside their comfort zone. Students consider planning and resource requirements related to extended excursions/short-duration expeditions. They are introduced to simple risk assessment models to assist decision making and apply safe practices to cope with challenging situations and environments. They develop time management and goal setting skills to work with others and explore strategies for building group relationships. They understand the main styles of leadership and how to use strategies to promote effective groups. Features of natural environments and components of weather are introduced. Conservation, biodiversity, and environmental management plans are also introduced.

#### GTOED - Year 12 units, 2025:

##### Unit 3: Building confidence in the outdoors (Sailing)

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

**OUTDOOR EDUCATION (a General Course) (continued)****Unit 4: Outdoor leadership (White Water Canoeing)**

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

**Assessment**

The table below provides details of the assessment types for the **Outdoor Education** General course and the weighting for each assessment type.

Type of assessment	Weighting
<b>Investigation</b> Students plan and conduct research and communicate their findings. Evidence can include expedition manuals or journals, diaries, essays, reports, stories, oral and/or video presentations.	25%
<b>Performance 1: specific to outdoor adventure activity skills and strategies</b> Students develop and refine skills and strategies used in an outdoor adventure activity. Evidence is collected over a period of time and can include checklists/rubrics, direct observation and video.	30%
<b>Performance 2: specific to expedition</b> Students apply skills and strategies while on expedition with a focus on the mode of travel studied in the course. Evidence is collected through direct observation, or the use of video and/or photographs.	20%
<b>Response</b> Students analyse and respond to stimuli or prompts. Evidence can include reflections, logbooks, journals, tests, summaries and/or essays.	25%



## PHILOSOPHY AND ETHICS (an ATAR course)

Philosophical thought shapes what people think, what they value, what they consider to be true, and how they engage with others and the world around them. It is one of the foundations of all academic disciplines. It seeks to shed light on questions, such as: what is real? What and how do we understand? How should we live? What is it to be human? And who am I? It deals with issues and problems that cannot be addressed adequately by appealing to experience and experiment alone. Philosophical inquiry requires that we question our assumptions, beliefs, and our reasons for holding them. The Philosophy and Ethics ATAR course aims to empower students to make independent judgements based on reason.

Doing philosophy is a practical activity. We do philosophy, for example, when we seek to define something, when we challenge assumptions, when we construct an argument, and when we think about what we are doing, how we are doing it and to what ends. The study of philosophy gives us a set of skills that better enables us to understand, evaluate and engage with our world, whether that is our personal or our social world, our world of work or the wider questions of how the world works.

In philosophy and ethics, disagreement is common. Methods of inquiry and the skills of critical reasoning help us deal more effectively with disagreement. This course places considerable emphasis on students contributing constructively to a philosophical Community of Inquiry.

A philosophical Community of Inquiry at its simplest is a collaborative and cooperative process through which students learn with others, and from others, how to engage in philosophical discourse. Such discourse seeks to clarify, analyse, evaluate, and define concepts and issues to help students understand and deal with complex questions raised by popular culture, by contemporary events and by the history of ideas. A philosophical Community of Inquiry uses the skills of critical reasoning to assist in dealing more effectively and tolerantly with disagreement.

Employers are increasingly searching for people who can analyse new situations and devise and evaluate appropriate strategies to manage them. The Philosophy and Ethics ATAR course develops thinking skills and moral discernment that students apply to a range of practical situations in their personal, social, and working lives. The course is relevant to students focusing on the study of philosophy at university. It is of equal value to those following career paths that require the evaluation of arguments, such as law, or those needing to make complex judgements, such as in medical, pastoral, or other human service occupations.

**This course is suitable for students who intend to sit the ATAR examination and obtain an Australian Tertiary Admission Rank (ATAR).**

### Philosophy and Ethics – ATAR Course

#### **AEPAE - Year 11 units, 2025:**

**Unit 1:** The focus for this unit is **reason and persons**. This unit enables students to examine reasoning, inference, doubt, and proof: the construction of worldviews; ideas of mind, body, and personhood; ideas of action, intention, motives, free-will and determinism; and the elements of a personal ethic.

**Unit 2:** The students will also look at **reason and culture**. This unit enables students to examine ideas of beauty and aesthetics: the interpretation of art and literature; the idea of culture; intuition and emotion; and personal relationships and friendship. Students are introduced to informal fallacies of reasoning.

#### **ATPAE - Year 12 units, 2025:**

**Unit 3:** The focus for this unit is **reason and society**. This unit enables students to examine the mapping of arguments; humanism, religion, and values; individualism and social identity; the ideals of a good society; and the ideals of politics and government.

**Unit 4:** The focus for the final unit is **reason and meaning**. This unit enables students to examine complex arguments; a number of higher-order systems of inquiry; ways of understanding the relationship between religion and science; and ethical issues of life and death.



**PHILOSOPHY AND ETHICS (an ATAR course) (continued)**

**Assessment**

Type of assessment	ATAR Weighting
<p><b>Critical reasoning</b> Typically, these are short answer questions which require students to demonstrate skills in critical reasoning and methods of inquiry. All questions, items, example arguments and instructions are written in natural language. At least two critical reasoning tasks must be administered under test conditions.</p>	20%
<p><b>Philosophical analysis and evaluation</b> Typically, these are extended answers which require students to summarise, clarify, and critically evaluate the cogency of arguments put forward in dialogues and texts. This typically involves making judgements about inferential strength, the acceptability of premises and relevance of examples used to support claims. Two types of philosophical analysis and evaluation of arguments are used in this course. Tasks are based on either</p> <ul style="list-style-type: none"> <li>• a Community of Inquiry dialogue between two contributors OR</li> <li>• an article/extract dealing with any combination of ethical, epistemological and/or metaphysical topics/themes or issues.</li> </ul> <p>At least one of each type of philosophical analysis and evaluation task must be administered under test conditions.</p>	20%
<p><b>Construction of argument</b> Typically, this is an extended writing format, such as an essay, which requires students to: define terms and concepts, put forward a premise or thesis, employ examples and counterexamples, justify the development of the argument, avoid contradiction, synthesise contrary claims and establish a conclusion that follows from the premise and the examples. This process uses/applies the elements of arguments developed in critical reasoning and philosophical analysis and evaluation. At least two construction of argument tasks must be administered under test conditions.</p>	20%
<p><b>Examination</b> Typically conducted at the end of each semester and/or unit.</p>	40%

## PHYSICAL EDUCATION STUDIES (choice of ATAR or General Course)

Physical Education contributes to the development of students' physical, social, and emotional growth. In the **ATAR and General Physical Education Studies** courses students learn about physiological, psychological, and biomechanical principles, and apply these to analyse and improve personal and group performances in physical activities.

Throughout the course, students learn through integrated written, oral, and active learning experiences. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and potential in physical activity as athletes, coaches, officials, administrators and/or volunteers.

The successful completion of this subject will leave students well prepared to pursue a range of post-school destinations that include a 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. They will also be well positioned to take on the roles of volunteers and leaders in community activities. Students who select Physical Education Studies will study units 1 and 2 in Year 11 and units 3 and 4 in Year 12. The Year 12 syllabus is divided into two units, typically delivered as pairs for each course. Each unit is one semester duration and the notional time for each unit is 55 class contact hours.

### Physical Education Studies - ATAR Course

#### AEPEs - Year 11 units, 2025:

##### Units 1 and 2

Students studying Physical Education Studies ATAR will focus on learning about training methods, strategies and programs that enhance personal performance in physical activities. They will look at extending practical skills, for communicating feedback, debriefing and goal setting and to support the development of positive attitudes towards participation, by themselves and others, in physical activity. Students will focus on working with peers, other students and/or family members to explore the practical application of concepts relating to the development of skills and conditioning. It will include physical and psychological aspects of participation in physical activity.

#### ATPEs - Year 12 units, 2025:

##### Units 3 and 4

Students studying Physical Education Studies ATAR will focus on developing a coherent and comprehensive approach to planning to enhance personal participation, as a player, coach, official or administrator. This stage will incorporate biomechanical, physiological, psychological, and social dimensions. Students studying this stage will creatively and analytically devise solutions to situations related to selected physical activities. Students will work with others (eg. peers and/or family members, younger students, junior or adult club members) in planning to sustain participation as a core aspect of a healthy lifestyle. They will investigate, extend, and refine solutions to a wide range of complex physical activity situations.

OR

### Physical Education Studies - General Course

#### GEPEs - Year 11 units, 2025:

##### Units 1 and 2

Physical Education Studies contributes to the development of students' physical, social, and emotional growth. The Physical Education Studies General course provides students with opportunities to understand and improve performance through the integration of theoretical concepts and practical activities. Through engagement as performers, leaders, coaches, analysts and planners of physical activity, students may develop skills that can be utilised in leisure, recreation, education, sport development, youth work, health, and medical fields. Unit 1 focuses on the development of students' knowledge, understanding and application of functional anatomy, exercise physiology and biomechanical principles and practical factors associated with performing in physical activities.

**PHYSICAL EDUCATION STUDIES (choice of ATAR or General Course) (continued)**

Unit 2 focuses on the development of students’ knowledge, understanding and application of motor learning and coaching and sport psychology whilst further exploring practical factors associated with performing in physical activities.

**GPES – Year 12 units, 2025:**

**Units 3 and 4**

Unit 3 focuses on simple movement, biomechanical, physiological, psychological, functional anatomy, and motor learning concepts. The understanding of the relationship between skill, movement production and fitness will be further enhanced as students develop and improve.

Unit 4 focuses on assessing their own and others’ movement competency and identifying areas for improvement. Students will build on their knowledge of training principles, nutrition, and goal setting concepts to enhance their own and others’ performance in physical activity.

**Assessment**

The table below provides details of the assessment types for the Physical Education Studies ATAR and General Year 11 syllabus and the weighting for each assessment type.

**Assessment Table – Year 11**

Type of assessment	ATAR Weighting	General Weighting
<p><b>Practical (performance)</b> Performance is assessed in the sport(s) studied at school which will provide students with the opportunity to refine and adjust skills and tactics within a competitive situation. Students are assessed in the selected sport(s). The assessment must be completed by the teacher and conducted within the school environment within the nominal hours for the course.</p> <p>Evidence can include direct observation, checklists, and/or the use of video.</p>	30%	50%
<p><b>Investigation</b> Students plan and conduct research and communicate their findings.</p> <p>Evidence can include journals, training diaries, essays, laboratory reports, oral presentations and/or the use of video.</p>	15%	25%
<p><b>Response</b> Students analyse and respond to questions, stimuli or prompts.</p> <p>Evidence can include topic tests, summaries, essays and/or oral presentations.</p>	15%	25%
<p><b>Examination</b> 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.</p>	40%	-

## PHYSICS (an ATAR Course)

Physics is a fundamental science that endeavours to explain all the natural phenomena that occur in the universe. In the **ATAR Physics** course students will learn how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom's electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies. Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena. Students plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format. Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this course.

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. This 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.

**This course is suitable for students who intend to sit the ATAR examination and obtain an Australian Tertiary Admission Rank (ATAR).**

### Physics – ATAR Course

#### **AEPHY - Year 11 units, 2025:**

**Unit 1:** The unit content organisers are **Thermal, Nuclear and Electrical physics**. An understanding of heating processes, nuclear reactions and electricity is essential to appreciate how global energy needs are met. In this unit, students explore the ways physics is used to describe, explain, and predict the energy transfers and transformations that are pivotal to modern industrial societies. Students investigate heating processes, apply the nuclear model of the atom to investigate radioactivity, and learn how nuclear reactions convert mass into energy. They examine the movement of electrical charge in circuits and use this to analyse, explain and predict electrical phenomena.

**Unit 2:** The unit content organisers are **Linear motion and Waves**. Students develop an appreciation of how an understanding of motion and waves can be used to describe, explain, and predict a wide range of phenomena. Students describe linear motion in terms of position and time data, and examine the relationships between force, momentum and energy for various interactions. Students investigate common wave phenomena, including waves on springs, water and sound.

#### **ATPHY - Year 12 units, 2025:**

**Unit 3:** The unit content organisers are **Gravity and Motion** and **Electromagnetism**. Within motion and forces in a gravitational field, students explore the motion of objects in gravitational fields, including the motion of projectiles, orbiting satellites, planets and moons, and ways in which forces may affect the stability of extended objects. Within electricity and magnetism, they also learn about magnetic fields and how they interact with moving charges in situations involving current electricity, the motor effect and electromagnetic induction.

**Unit 4:** The unit content organisers are **Wave particle duality and the quantum theory, Special relativity, and the Standard Model**. In this unit, students examine observations of relative motion, light and matter that could not be explained by existing theories and investigate how the shortcomings of existing theories led to the development of the special theory of relativity and the quantum theory of light and matter. Students evaluate the contribution of the quantum theory of light to the development of the quantum theory of the atom and examine the Standard Model of particle physics and the Big Bang theory.

### Assessment

The Physics course has three interrelated strands: **Science Inquiry Skills, Science as a Human Endeavour, and Science Understanding**, which build on students' learning in the F-10 Australian Curriculum: Science. The three strands of the Physics course will be taught and assessed in an integrated way.

**PHYSICS (an ATAR Course) (continued)**

Type of assessment	Year 11 Weighting
<p><b>Science Inquiry Skills</b></p> <p><b>Experiments and Investigations</b> include practical tasks and/or exercises designed to develop and/or assess a range of laboratory related skills and conceptual understanding of physical principles, and skills associated with processing data. Students collect, process, and interpret data; evaluate their data and conclusions; and communicate their findings. Tasks may take the form of practical skills tests, laboratory reports and open experimental design briefs that require the analysis of the data and the evaluation of physical information.</p> <p><b>Evaluation and Analysis</b> Involves interpreting a range of scientific and media texts; evaluating processes, claims, and conclusions by considering the accuracy and precision of available evidence; and use reasoning to construct scientific arguments. Assessment tasks may 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.</p>	<p>30%</p>
<p><b>Tests and Examinations</b></p> <p>Students apply knowledge and skills in physics to analyse and interpret data, solve problems, and answer questions in supervised classroom settings.</p> <p>These tasks require students to demonstrate use of terminology, understanding and application of concepts, quantitative skills, and knowledge. It is expected that assessment tasks include items that allow students to respond at their highest level of understanding.</p>	<p>Tests: 30%</p> <p>Examinations: 40%</p>

## POLITICS AND LAW (an ATAR Course)

The **ATAR Politics and Law** course involves the study of decision-making concerning society's collective future. Knowledge of the principles, structures, institutions, and processes of political and legal systems is developed in this course. Students are challenged to critically evaluate the effectiveness of:

- political systems through comparing liberal democratic systems (Australia, Britain, and US) and non-democratic systems (North Korea and China) of government; and
- legal systems through investigating the adversarial civil and criminal law processes in Western Australia and drawing comparisons with a non-common law (inquisitorial) system.

Students are encouraged to follow current affairs. News stories about politics and law are frequently drawn upon to illustrate the course theory. Recent state/federal parliamentary elections (Australia & US) and Presidential elections (US) are used to study different electoral systems.

The skills and values developed in the ATAR Politics and Law course allow students to become informed, active, and effective participants in the political and legal systems that affect their lives.

This course provides a valuable background for students who are interested in careers in the law, politics, public service, international relations, foreign affairs, teaching, journalism, and commerce.

**This course is suitable for students who intend to sit the ATAR examination and obtain an Australian Tertiary Admission Rank (ATAR).**

### Politics and Law – ATAR Course

#### **AEPAL - Year 11 units, 2025:**

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

This unit content examines the principles of a liberal democracy; the legislative, executive, and judicial structures and processes of Australia's political and legal system; the functioning of a non-democratic system; and the processes of a non-common law system. Political and legal developments and contemporary issues (the last three years) are used to provide a framework for the unit. Essential to the understanding of democracy and the rule of law are the separation of powers doctrine, sovereignty of parliament, division of powers, representative government, responsible government, constitutionalism, federalism, and judicial independence.

##### **Unit 2: Representation and Justice**

This unit examines the principles of fair elections; the electoral and voting systems in Australia since Federation, referring to a recent (the last ten years) election in Australia; the electoral system of another country; an analysis of the civil and criminal law processes in Western Australia; and an analysis of a non-common law system. Political and legal developments and contemporary issues (the last three years) are used to provide a framework for the unit. Essential to the understanding of representation and justice are the principles of fair elections, participation, and natural justice.

#### **ATPAL - Year 12 units, 2025:**

##### **Unit 3: Political and Legal Power**

This unit examines various aspects of the political and legal system established by the Commonwealth Constitution (Australia), including the roles and powers of the legislative, executive and judicial branches of government, with a comparison to a non-Westminster system; the influence of individuals, political parties and pressure groups on the law making process of parliament and the courts; and the operation of federalism and the balance of power between the Commonwealth and the States in Australia. Political and legal developments and contemporary issues (the last three years) are used to provide a framework for the unit. Essential to the understanding of political and legal power is the knowledge of responsible government, representative government, separation of powers, division of powers and Westminster conventions.

**POLITICS AND LAW (an ATAR Course) (continued)**

**Unit 4: Accountability and Rights**

This unit examines the structures, processes, and procedures of accountability in relation to the legislative, executive, and judicial branches of government in Australia; how rights are protected, and democratic principles can be upheld and/or undermined, in Australia and one other country; and the experience of a particular group with respect to their political and legal rights in Australia. Political and legal developments and contemporary issues (the last three years) are used to provide a framework for the unit. Essential to the understanding of accountability and rights are the practices of governance, including participation, the rule of law, human rights, including civil, political, economic, social, and cultural, open government, consensus, effectiveness, accountability, natural justice, and equity.

**Assessment**

Students will be assessed each semester in a range of tasks which will be used to produce a course mark and grade for each unit.

Type of Assessment	Year 11 Weighting	Year 12 Weighting
<p><b>Investigation</b> Students research a political or legal concept, event, or issue. The investigation can be based on sources provided by the teacher or require students to locate sources for research. Source material can be drawn from newspapers, television or radio broadcasts, journal articles, texts, speeches, court judgements or statutes etc. Typically, the format of the final presentation is a written report. One investigation should be completed for each unit.</p>	10%	10%
<p><b>Short answer</b> 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.</p>	20%	15%
<p><b>Essay</b> 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.</p>	20%	15%
<p><b>Source analysis</b> 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 etc. Questions can require both short and longer written responses. At least two source analysis tasks should be completed under test conditions.</p>	20%	20%
<p><b>Examination</b> Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.</p>	30%	40%



## VISUAL ARTS (choice of ATAR or General Course)

The **ATAR and General Visual Arts** courses encompass 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. The courses place value on divergence, uniqueness, and individuality. They assist 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 courses 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.

Visual Arts is offered in two distinct pathways, where students must select either a General or an ATAR course of study.

- 1 Students who select the Visual Arts ATAR Course Units 1 and 2 in Year 11 will have the option to study the Visual Arts ATAR course Units 3 and 4 in Year 12. **This course is suitable for students who intend to sit the ATAR examination in Year 12 and obtain an Australian Tertiary Admission Rank (ATAR).**
- 2 Students who select the Visual Arts General Course Units 1 and 2 during Year 11 may choose to study the General Course Units 3 and 4 in Year 12. As there is no examination requirement for General units, this selection is **not suitable** for students who require an Australian Tertiary Entrance Rank (ATAR) but is highly suited to students who wish to apply for entrance to university via alternative pathways or to TAFE.

### Visual Arts – ATAR Course

#### AEVAR - Year 11 units, 2025:

**Unit 1:** The focus for this unit is **differences**. Students may, for example, consider differences arising from cultural diversity, place, gender, class, and historical period. Differences relating to art forms, media and conventions may also provide a stimulus for exploration and expression. Students explore ways of collecting, compiling, and recording information and documenting thinking and working practices. They explore approaches to drawing and develop awareness that each artist has his or her particular way of making marks to convey personal vision. Students examine how visual language and media choices contribute to the process of conveying function and meaning and use a range of media and technologies to explore, create, and communicate ideas. Students recognise that visual artwork is subject to different interpretations and appreciate that informed responses should take into account the varying contexts within which a work of art is created. They develop awareness of styles of representation, examining distinctly individualistic approaches of artists in different times and places.

**Unit 2:** The focus for this unit is **identities**. In working with this focus, students explore concepts or issues related to personal, social, cultural or gender identity. They become aware that self-expression distinguishes individuals as well as cultures. Students use a variety of stimulus materials and use a range of investigative approaches as starting points to create artwork. They develop a personal approach to the development of ideas and concepts, making informed choices about the materials, skills, techniques, and processes used to resolve and present their artwork. Students develop understandings of the personal and/or public functions of art in the expression of identity, for example, spiritual expression, psychological expression, therapy, ceremony and ritual, and the purposes of art, such as narrative – telling personal stories or exploring myths. They understand that art may give form to ideas and issues that concern the wider community. Response to artwork stimulates insights, encourages deeper understandings, and challenges preconceived ideas. Students develop an awareness of how the visual arts may be both socially confirming and questioning, analyse their own cultural beliefs and values and develop deeper understandings of their own personal visual arts heritage.

## VISUAL ARTS (choice of ATAR or General Course) (continued)

### ATVAR - Year 12 units, 2025:

**Unit 3:** The focus for this unit is **commentaries**. In this unit, students engage with the social and cultural purposes of art making to produce a unique and cohesive body of work. Broad and innovative inquiry includes the conceptualisation and documentation of experiences within contemporary society. Students transform ideas and develop concepts using innovative approaches to art making and presentation. They document their thinking and working practices, having the flexibility to work across media and art forms. Students research artwork providing critical comment on the meaning, purpose and values communicated. They examine their own beliefs and consider how the visual arts have reflected and shaped society in different times and places. Consideration is given to the roles of artists in different societies, for example, hero, outsider, commentator, and social critic. Students investigate the social functions of art, for example political and ideological expression, satire, social description, or graphic communication. They address the relationship between form, function and meaning and develop understandings of how artists are influenced by pervasive ideas, events, and circumstances, and how re-contextualisation contributes to meanings and messages in artwork.

**Unit 4:** The focus for this unit is **points of view**. Students identify and explore concepts or issues of personal significance in the presentation of a sustained, articulate, and authentic body of work. They engage in sustained inquiry, exploring ideas and developing concepts to communicate a personal point of view. Students investigate a range of solutions using visual language and document the progressive resolution of thinking and working practices. Skills, techniques, and processes are combined in the pursuit of new art forms, innovation, and personal style. Students use critical analysis frameworks to develop an understanding of the practice of art making and art interpretation. They research and analyse factors affecting points of view such as time, place, culture, religion, and politics, synthesising this knowledge to express a personal viewpoint or position. In the analysis of their own and others' artwork, students reflect on the relationship between artwork, audiences, and contextual factors, and consider how these contribute to the development of different perspectives.

### Visual Arts - General Course

#### GEVAR - Year 11 units, 2025:

**Unit 1:** The focus for this unit is **experiences**. Students develop artworks based on their lives and personal experiences, observations of the immediate environment, events and/or special occasions. They participate in selected art experiences aimed at developing a sense of observation. Students discover ways to compile and record their experiences through a range of art activities and projects that promote a fundamental understanding of visual language. They use experiences to develop appreciation of the visual arts in their everyday lives. Students acquire various skills using processes of experimentation and discovery. Imaginative picture making is primarily concerned with experiences of the self and of the immediate environment, including aspects of family life, social activities, communal occasions, and other shared activities. Ample scope for free, imaginative interpretation and experimentation with materials is provided.

**Unit 2:** The focus for this unit is **explorations**. Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment. They use a variety of inquiry approaches, techniques and processes when creating original artworks. When exploring ideas and approaches to art making, students investigate the work of other artists. They learn to identify stylistic features of art forms from different times and places and explore ways to manipulate art elements and principles to generate, develop and produce their own artwork. In developing subject matter for artworks, students explore ways to express personal beliefs, opinions, and feelings. They manipulate a variety of media and materials in a range of art forms, recording and reflecting on their artistic achievements. The focus for this unit is **explorations**. In developing subject matter for artworks, students find ways to explore their immediate environment, personal beliefs, opinions, and feelings. They explore a variety of media and materials in a range of art forms when generating and extending ideas.

**VISUAL ARTS (choice of ATAR or General Course) (continued)**

**GTVAR - Year 12 units, 2025:**

**Unit 3:** The focus for this unit is **inspirations**. Students become aware that artists gain inspiration and generate ideas from diverse sources, including what is experienced, learned about, believed in, valued, imagined, or invented. The breadth of this focus allows choice of learning contexts that are related to students' interests. In this unit, students develop their knowledge and understanding of visual language and apply this to both art making and art interpretation. Through exploration, investigation, and experimentation, they develop skills in inquiry, recording observations and manipulating media to create artworks in selected art forms. Students, through research and/or first-hand experience of artworks and art making, actively engage in perception, research, reflection, and response and consider the ways in which artists, past and present, have been inspired to develop artworks. They are given opportunities to present or exhibit their work, to describe their source(s) of inspiration and to evaluate the process and success of their finished artworks.

**Unit 4:** The focus for this unit is **investigations**. Students explore and develop ideas through the investigation of different artists, art forms, processes, and technologies. Students investigate spontaneous and analytical styles of drawing, experimenting with a range of media and techniques. They further develop their knowledge and understanding of visual language and apply this to both art making and art interpretation. In particular, students explore the expressive potential of media techniques and processes, considering their inherent qualities in the development and presentation of their artworks. They investigate ways to document their thinking and working practices, refining their reflection and decision-making skills. In this unit, students investigate a variety of artworks and media to further develop their understanding of the creative process and learn how to apply new analytical and production skills and techniques in the communication of their own ideas.

**Assessment**

**Year 11 Visual Arts - ATAR Course**

This course is weighted 50% Art interpretation and 50 % Art Making. Students who study Visual Arts ATAR Units 1 and 2 in Year 11 have the option to study Visual Arts ATAR Units 3 and 4 in Year 12.

**Year 11 Visual Arts - General Course**

This course is weighted 30% Art Interpretation and 70% Art Making

Type of assessment: Visual Arts	Weighting ATAR Course	Weighting General Course
<b>Production</b> A body of work that incorporates resolved artwork and documentation of thinking and working practices.	50%	70%
<b>Analysis</b> Response to analysis and evaluation of artwork sourced from a variety of forms, periods, times and/or cultures.	15%	15%
<b>Investigation</b> 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%	15%
<b>Examination</b> 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.	20%	N/A

## POST SCHOOL DESTINATIONS 2024 – YEAR 12 STUDENTS, 2023

The destination survey for the 209 Year 12 Hale School students of 2023 shows the remarkable variety of university courses our students have embarked upon. Some have enrolled in apprenticeships, other training courses, others have commenced employment or are undertaking a gap year for work or travel.

Many of the courses upon which the Year 12 students of 2023 have now embarked have demanding entry criteria. The fact that so many students have succeeded in gaining entry to such courses reflects both the ability of the students and the effectiveness of the School’s well-considered approach to course and career advice.

Hale School Students Year 12 2024	209	
Attending University	No	%
Curtin	31	14.83
Edith Cowan (Incl WAAPA)	15	7.18
Murdoch	0	0
University of Notre Dame	13	6.22
UWA	91	43.54
<b>Universities elsewhere in Aus:</b>	<b>16</b>	<b>7.65</b>
<b>Overseas Universities:</b>	<b>2</b>	<b>0.96</b>
<b>Sub-total:</b>	<b>168</b>	<b>80.38</b>
Apprenticeship	7	3.35
Curtin College	0	0
Employment/Internship	9	4.31
Defence Forces	0	0
TAFE	2	0.96
GAP Year	13	6.21
Undecided	1	0.48
Unable to be Contacted	9	4.31
<b>Total:</b>	<b>209</b>	

### How Does Hale School Help Students with Course and Career Choices?

Advice to students is provided regularly during Years 10, 11 and 12 on careers, post-school education and training, university, and TAFE courses and on application procedures.

Information is also provided on ‘gap year’ opportunities, interstate universities, residential colleges and on the increasing number of university scholarships available.

University Destinations by Type of Course (including double degrees)	
Actuarial Studies; Science (Actuarial Science)	3
Advanced Computer Science (Honours), Computing & Data Science; Advanced Computing / Commerce (Double Degree), Finance and Analytics; Advanced Science (Honours), Coastal and Marine Science; Advanced Science (Honours) / Engineering (Honours) (Double Degree), Physics/Mechanical Engineering; Applied Science (Construction Management); Biological Science, Plant Biology; Environmental Science, Environmental Management; Environmental Science / Commerce (Double Degree); Exercise & Sports Science; Geographical & Spatial Science; Health Science, Population Health; Human Sciences, Anatomy and Physiology; Multidisciplinary Science, Engineering Sciences; Mineral Engineering; Science (Exercise and Science / Global Studies (Double Degree), Environmental Science & Human Rights Sports Science) / Commerce (Sport Business) (Double Degree);	20
Agribusiness; Agricultural Business Management	4
Arts Finance and Arabic; Linguistics; Film and Television; Media and Communications; Music, Classical Percussion; Dip Live Production and Technical Services	8
Biomedical Science, Anatomy and Human Biology; Exercise and Health; Medical Research; Pharmacology; Nursing; Psychology; Science, Occupational Therapy	14
Business; Business Management and Global Business; Commerce Accounting; Accounting & Business Law; Accounting & Finance; Business Analytics; Business Economics; Business Law; Business Law & Finance; Finance; Marketing; Commerce (Assured Pathway to Juris Doctor), Business Law; Business Law and Finance; Economics, Business Economics; Economics (Assured Pathway to Juris Doctor), Financial Economics; Economics / Commerce (Double Degree), Financial Economics and Accounting; Information Systems Business	44
Computer Engineering; Computer Science, Software Engineering; Computing, Computer Science; Engineering (Honours) Chemical; Civil; Mechanical; Software; Engineering (Honours) / Commerce (Double Degree); Chemical Engineering and Business Analytics; Chemical Engineering and Finance; Civil Engineering and Finance; Electrical Engineering and Finance; Mechanical Engineering and Economics; Mechanical Engineering and Finance; Mining and Finance; Mining and Management, Applied Geology; Engineering (Honours) / Philosophy (Honours) (Double Degree), Mathematics and Mechanical Engineering; Engineering (Honours) / Science (Double Degree); Chemical Engineering and Chemistry; Electrical and Electronic Engineering, Computer Science; Mechatronic Engineering, Computer Science; Sport Science, Exercise and Health; Physics; Engineering (Mechatronics) (Honours) / Technology (Motorsports) (Double Degree); Surveying (Honours); Technology (Aeronautical Engineering)	38
University Preparation Course	2
Architecture & Environments, Architecture; Environmental Design, Architecture	2
Theology (Honours)	1
Laws; Laws/Commerce; Finance; Communications and Media, Journalism; Laws/Philosophy, Politics, Economics; Philosophy, Politics and Economics / Commerce (Double Degree)	8
Medicine/ Surgery	4
Philosophy (Honours) Business Law, Economic and Finance, Finance, Genetics, Marine Biology, Political Science and International Relations	9
Science, Computer Science; Cyber Security; Cyber Security & Computer Science; Environmental Management; Exercise & Health; Marine Biology; Physics; Statistics; Science Cybercrime, Security & Intelligence	10

## POST SCHOOL DESTINATIONS 2024 – YEAR 12 STUDENTS, 2023 (continued)

The operation of the course and career advice process is collaborative, involving the contribution of the Head of Career Development, Director of Studies and Curriculum and the ten Heads of House.

The process includes:

- **'All Universities' Evening'**, held annually, in which representatives from the six local universities (CQ University, Curtin, ECU, Murdoch, Notre Dame and UWA) hold a joint presentation on their courses, entry criteria, scholarships and the distinctive educational opportunities each offers.
- **The Hale School/St Mary's Careers Expo**, for students and parents.
- **The Careers Investigation Series**, which focuses on specific career areas. The format of the evening includes a panel discussion with career/industry representatives, followed by the opportunity for parents and boys to talk to the industry representatives in more detail.
- Relevant Careers events are advertised through the **Hale School App**.
- All Year 12 students will meet with the Head of Career Development and/or Director of Teaching and Learning at least once during the year to assist with their ideas regarding post-school course and career planning. Follow-up meetings are encouraged.
- **Lunchtime talks programme** in which industry association representatives, university representatives, employer group speakers and tertiary student speakers give 30-minute presentations to inspire, motivate and inform interested students. These are widely advertised within the School.
- Specific advice is provided regarding entry to Medicine and Surgery at Curtin University or Medicine and Dentistry at UWA, including presentations by a representative of the faculty. Boarders and other rural background students are specifically assisted.
- Presentations on university and TAFE entry processes, on the course selection process and how to maximise the chance of receiving an offer. Attendance is compulsory as these talks are given during the school day.
- Individual help is provided for:
  - All Year 12 students with their university or TAFE applications.
  - All TAFE applications.
  - Applications to international universities.
  - Students for whom there are specialised application processes to university and TAFE, such as Indigenous students and international students.
- University scholarship information is provided.
- The Career Development Department is an outstanding resource for students and staff and is supported by the [Hale School Careers page](#), [CareerLink – VET](#) and [Work Experience](#) School portal pages that contain comprehensive details about careers evenings, open days and other helpful information. Please also refer to the School App, Careers Message Board, and the School Newsletter.

**USEFUL INTERNET ADDRESSES****Post-school Courses and Results**

<https://student.scsa.wa.edu.au/student-portal>  
School Curriculum and Standards Authority Student Information. Personalised login, student details and results and WACE certificates.

[www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)  
School Curriculum and Standards Authority. Information about the ATAR examinations, course enrolment procedures and rules.

[www.tisc.edu.au](http://www.tisc.edu.au)  
Tertiary Institution Services Centre. Information on Special Tertiary Admissions Test (STAT), TISC services and university admission procedures.

**University Course Information**

[www.curtin.edu.au](http://www.curtin.edu.au)  
Curtin University

[www.cqu.edu.au](http://www.cqu.edu.au)  
CQ University

[www.ecu.edu.au](http://www.ecu.edu.au)  
Edith Cowan University

[www.murdoch.edu.au](http://www.murdoch.edu.au)  
Murdoch University

[www.notredame.edu.au](http://www.notredame.edu.au)  
The University of Notre Dame Australia

[www.uwa.edu.au](http://www.uwa.edu.au)  
The University of Western Australia

[www.curtincollege.edu.au](http://www.curtincollege.edu.au)  
Curtin College  
University Preparation courses in association with Curtin.

[www.edithcowancollege.edu.au](http://www.edithcowancollege.edu.au)  
Edith Cowan College  
University Preparation courses in association with ECU.

[www.murdochinstitute.wa.edu.au](http://www.murdochinstitute.wa.edu.au)  
Murdoch Institute of Technology  
University Preparation courses in association with Murdoch.

[www.qilt.edu.au](http://www.qilt.edu.au)  
The Quality Indicators for Learning and Teaching website provides prospective students with relevant and transparent information about Australian higher education institutions from the perspective of recent students and graduates.

**Further Education and Training**

[www.tafeinternational.wa.edu.au](http://www.tafeinternational.wa.edu.au)  
Tuart College - post compulsory education for adult students.

[www.canningcollege.wa.edu.au](http://www.canningcollege.wa.edu.au)  
Canning College - post compulsory education for adult students.

[www.northlake.wa.edu.au](http://www.northlake.wa.edu.au)  
North Lake Senior Campus - post compulsory education for adult students.

[www.cyriljackson.wa.edu.au](http://www.cyriljackson.wa.edu.au)  
Cyril Jackson Senior Campus - post compulsory education for adult students.

[www.dtwd.wa.gov.au](http://www.dtwd.wa.gov.au)  
Department of Training and Workforce Development, Government of Western Australia.

[www.education.gov.au](http://www.education.gov.au)  
Department of Education and Training.

**Career Information**

<https://myfuture.edu.au/>  
Government sponsored Career Information Service.

<http://joboutlook.gov.au/>  
Job Outlook provides data on employment characteristics, trends and prospects for occupations.

[www.defencejobs.gov.au](http://www.defencejobs.gov.au)  
Australian Defence Force recruiting and career information.

[www.cciwa.com/apprenticeship-support-australia](http://www.cciwa.com/apprenticeship-support-australia)  
CCI WA Apprenticeship Support Australia.  
Australian Apprenticeship Support Network.

[www.megt.com.au](http://www.megt.com.au)  
MEGT Australia Pty. Ltd.  
Australian Apprenticeship Support Network.

[www.graduatecareers.com.au](http://www.graduatecareers.com.au)  
Career and employment information for graduates. Includes Gradstats and Graduate Opportunities.

[www.careersonline.com.au](http://www.careersonline.com.au)  
Includes Jobseeker's Workshop to help you choose a career.



## USEFUL INTERNET ADDRESSES (continued)

### Services/Information

[www.education.gov.au/youth](http://www.education.gov.au/youth)

Services and information for youth. Lots of useful links to other sites.

[www.humanservices.gov.au](http://www.humanservices.gov.au)

Department of Human Services. Deliver social and health-related payments and services.

[www.homeaffairs.gov.au](http://www.homeaffairs.gov.au)

Department of Home Affairs, incorporating immigration and border-related functions and agencies. Details of who is entitled to study and work in Australia.

[www.studiesinaustralia.com](http://www.studiesinaustralia.com)

Overview of education system in Australia aimed primarily at international students.

[www.gooduniversitiesguide.com.au](http://www.gooduniversitiesguide.com.au)

The Good Universities Guide includes ratings and rankings of courses, campuses, and universities.

[www.studyassist.gov.au](http://www.studyassist.gov.au)

Information about all universities in Australia. Entry criteria, course guides, application procedures, fees, grants, scholarships, and assistance for financing tertiary study.

[www.fairwork.gov.au](http://www.fairwork.gov.au)

Wages, award conditions, employment conditions, workplace agreements, State and Federal awards.

[www.adzuna.com.au](http://www.adzuna.com.au)

Vacancies, job, hunting skills, training, and development information. Build a resume.

### Vacancies/Recruitment

[www.workforceaustralia.gov.au](http://www.workforceaustralia.gov.au)

Australian government sponsored job search site. Commonwealth Public Sector employment. Also available on touch screens in Centrelink and Job Network offices.

<https://search.jobs.wa.gov.au/>

Australian government sponsored sites with information about employment, industrial relations, careers, and training.

[www.apsjobs.gov.au](http://www.apsjobs.gov.au)

Vacancies in the Commonwealth Public Services including Graduate Recruitment in the Public Service.

[www.seek.com.au](http://www.seek.com.au)

Australian employment, career, and recruitment site.