



**YEAR 12**  
**COURSE HANDBOOK**  
2026

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# ABBREVIATIONS USED IN THIS BOOK

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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
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 designed for students who are typically aiming to enter further training (such as TAFE), alternative pathways to university, or the workforce directly 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) as required by the SCSA.

**AQF Certificate 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 the minimum of 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 12, 2026

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- ◆ The purpose of this Handbook is to assist boys in Year 11 to decide on the appropriate courses for Year 12 in 2026.
- ◆ All Year 11 students are required to make their selection of Year 12 courses on the **Year 12 Course Selection Form** and must discuss their choice with their Head of House. The completed form must be signed by parents and returned to Heads of House by **Wednesday 27 August 2025**.
- ◆ It is very likely that most boys will continue in Year 12 with the same courses that they studied in Year 11. For all students in this category, the **Course Selection Form** should be filled out very promptly and returned to Heads of House in a few days.
- ◆ Other students will already know of changes they wish to make and will need to consult Heads of House and the appropriate Year 11 or Year 12 staff to gain further advice.
- ◆ Any student wishing to drop from 6 to 5 courses must consider the implications very carefully. See page 4 for further details.
- ◆ Students wishing to enrol for in VET must read page 20-21 very carefully. Students undertaking this program usually study a majority of General courses.
- ◆ Students intending to apply for TAFE entrance must read page 22-23 very carefully.
- ◆ Despite making every effort to select the most appropriate course by **Wednesday 27 August**, some students will wish to change their selection either during Term 4 in 2025 or during Term 1 in Year 12, 2026. Students and parents should be aware that it might not be possible to accommodate all requests to change Year 12 courses, due to timetable and staffing constraints.

## COURSES OFFERED AND ASSESSMENT PROCEDURES

In Year 12, 2026, Hale School will offer 39 WACE courses, all of which are accredited by the School Curriculum and Standards Authority (SCSA). Accredited courses are those which have a syllabus set and moderated by the SCSA.

### ATAR COURSES

In 2026, Hale School will offer 27 Year 12 **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

12 of the courses are General Courses. These courses are not externally examined. However, they each have an externally set task (EST) which is set by the SCSA. 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 courses will not be required to sit external examinations but will complete school-based assessments including one task set by the SCSA, see EST details below.

ATAR and General courses comprise four units:

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

Students may also study a selection of **Australian Qualifications Framework (AQF) Certificate** courses provided through the School's **VET Program**. These courses are studied off-campus at a Registered Training Organisation (RTO). See page 20-23 for further details.

# COURSES OFFERED AND ASSESSMENT PROCEDURES

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## 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.

## 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 12 students read and understand the school policy with respect to assessment and examination conduct, conditions and practices.

## 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 12 for each WACE course completed during the year and will be recorded by the SCSA. All courses are year-long courses and both units must be completed. The grade reported to parents at the end of the first semester is an interim grade; course to change depending on assessments in the second semester.

In courses with a practical component, e.g. Visual Arts, Music, Drama, 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.

## 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 10 for further details. In some courses the external component includes the presentation of a design folio and/or a practical examination.

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. 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. ESTs are shown in students' Course and Assessment Outlines as a separate assessment type with a weighting of 15% for the pair of units.

## 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. See page 14 for further details about the marks adjustment processes used.

## 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 YEAR 12

In Year 12, students who take a program that is aimed at securing entry to a university may choose to study five or six courses. Boys who undertake the VET Program in Year 12 must study six courses in Year 12.

It is possible for students to meet the requirements for the WACE and for university entrance by completing only five Year 12 courses, rather than six, but a decision to take five needs to be made very carefully. For many Year 12 students, there are still good reasons to study six courses, such as:

- Many university courses have pre-requisites in which a combined scaled score of at least 50 must be gained, even if that course is not used in the determination of the ATAR.
- It is important for many students, especially those who, at this stage, are unsure whether university or TAFE will be their preferred option at the end of the year, to keep a wide range of options open to maximise TAFE entry points and optimise their ATAR.
- To achieve the WACE, 20 course units must be completed, and 14 C-grades must be achieved in Years 11 and 12 (6 C-grades from Year 12 course units).
- Parents and students are not necessarily the best judges of which course ought to be dropped, as it is hard to judge which course is the least likely to count in the calculation of an ATAR or TAFE entry score. One can never be sure which courses will count because the degree of difficulty of the examination, the academic ability of the state-wide population taking that course, and the effects of scaling, moderation, and standardisation, are all unknown.
- There are some implications for very able students if they drop from six courses. The chance of gaining a Certificate of Merit or Certificate of Distinction, which requires 20 course units, of which 10 must be Year 12 units, or a General Exhibition, which is awarded based on a five-course average, may be reduced. To be eligible for a General Exhibition or the Beazley Medal, a student must have at least two courses from List A and two from List B. The Award Score used to calculate General Exhibitions is based on the best five combined scaled scores.

## CHANGING COURSES

Year 12 course choices must be made very carefully. If necessary, it is possible to change selections either in Term 4, 2025, or early in Term 1, 2026, after discussion with your Head of House and with the permission of the Director of Studies and Curriculum. All changes to Year 12 courses must be finalised by the beginning of **Week 6** of Term 1, 2026. 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 course change, 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 the missed assessments in the new course. Both Units 3 and 4, a pair of units, must be completed in Year 12 for the award of a mark and grade.

## REPEATING COURSE UNITS

Students can repeat ATAR, General or Foundation course units that have the same code (e.g. ENG), but the repeated units do not contribute to the WACE requirements more than once. A pair of course units that are 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. Full academic reports are prepared at the end of Semester 1. In Year 12, the semester report for each course includes an examination mark and average (where appropriate), a semester mark and average, a semester grade, the student's rank, and the number of students in the cohort, and a written comment from the teacher. The marks and grades given in Semester 1 reports are progressive results for the first unit and may change when students are given further assessments later in the year. For example, the Semester 2 examination may include components from the unit studied in Semester 1. At the end of Year 12, students receive the *Hale School Year 12 Certificate* which is a final academic transcript of results. It includes school awards, a reference from their Head of House and a comment by the Headmaster.

# LIST OF COURSES OFFERED – YEAR 11 2025 AND YEAR 12 2026

## 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 2026

## WACE GENERAL COURSES

Courses recommended for students who do not require an ATAR

LIST A (Arts/Humanities/Languages)		LIST B (Mathematics/Science/Technology)	
Year 11, 2025	Year 12, 2026	Year 11, 2025	Year 12, 2026
Business Management and Enterprise	<i>Business Management and Enterprise</i>	Applied Information Technology	<i>Applied Information Technology</i>
Careers and Employability	<i>Cert IV (see *below)</i>	Engineering Studies	<i>Engineering Studies</i>
Drama	<i>Drama</i>	Human Biology	<i>Human Biology</i>
English	<i>English</i>	Materials Design and Technology - wood/metal	<i>Materials Design and Technology - wood/metal</i>
Geography	<i>Geography</i>	Mathematics Essential	<i>Mathematics Essential</i>
Visual Arts	<i>Visual Arts</i>	Outdoor Education	<i>Outdoor Education</i>
		Physical Education Studies	<i>Physical Education Studies</i>

## AQF CERTIFICATE COURSES

Year 11, 2025	Year 12, 2026
	*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 Employability course this is not compulsory in Year 12 and can be changed to another General course if you do not wish to study the Certificate IV in Business.

# WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION

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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. 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 2026, 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 examinations (i.e. 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 page 5-6).
- 5 Complete at least 20 units in all, including a minimum of ten Year 12 units, i.e. 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. Unit equivalents are allocated to either Year 11 or Year 12 in the manner that best advantages the student.

## **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 a nominal 20 hours of community service is no longer 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.

**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

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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 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. For further information about the portfolio requirements and application process visit: [Curtain Portfolio Entry](#).

### **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 13 43 28 or [ECU 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 [Murdoch 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.

### **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.

To meet the English entry requirements a student needs to achieve a school grade of C or scaled mark above 50 in ATAR English, ATAR Literature or English as an Additional Language/Dialect ATAR (EALD).

### **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.

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, Year 12 students will be selected for admission to university in 2026 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 course may be used in the calculation of an 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

## 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:

[UNIVERSITY ADMISSION 2027](#)

## 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 on 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 several 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.

**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 UNDA 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 (e.g. 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.

## **UNIVERSITY FEES AND SCHOLARSHIPS**

Commonwealth Supported Places are subsidised by the government and are only available to domestic students. The government subsidises only part of the cost of your degree, and you pay the rest; this is called your student contribution. How much you will pay depends on where and what you choose to study.

Commonwealth Supported Places are available in all fields, but different student contribution rates apply. The fields are divided into three 'bands', each with a different maximum cost per unit.

FEE-HELP is a government loan scheme that assists eligible fee-paying students to pay all or part of their tuition fees. It cannot be used for additional study costs such as accommodation or textbooks. The total amount of FEE-HELP a person can use is known as the 'FEE-HELP limit'. For more information, see <http://studyassist.gov.au>

A wide range of scholarships are available for each university and many for courses or faculties. Year 12 students are encouraged to investigate these. Information about scholarships for universities throughout Australia is available from the [Careers page](#) via the School Portal or from the Director of Teaching and Learning.

## **FULL FEE-PAYING OVERSEAS STUDENTS**

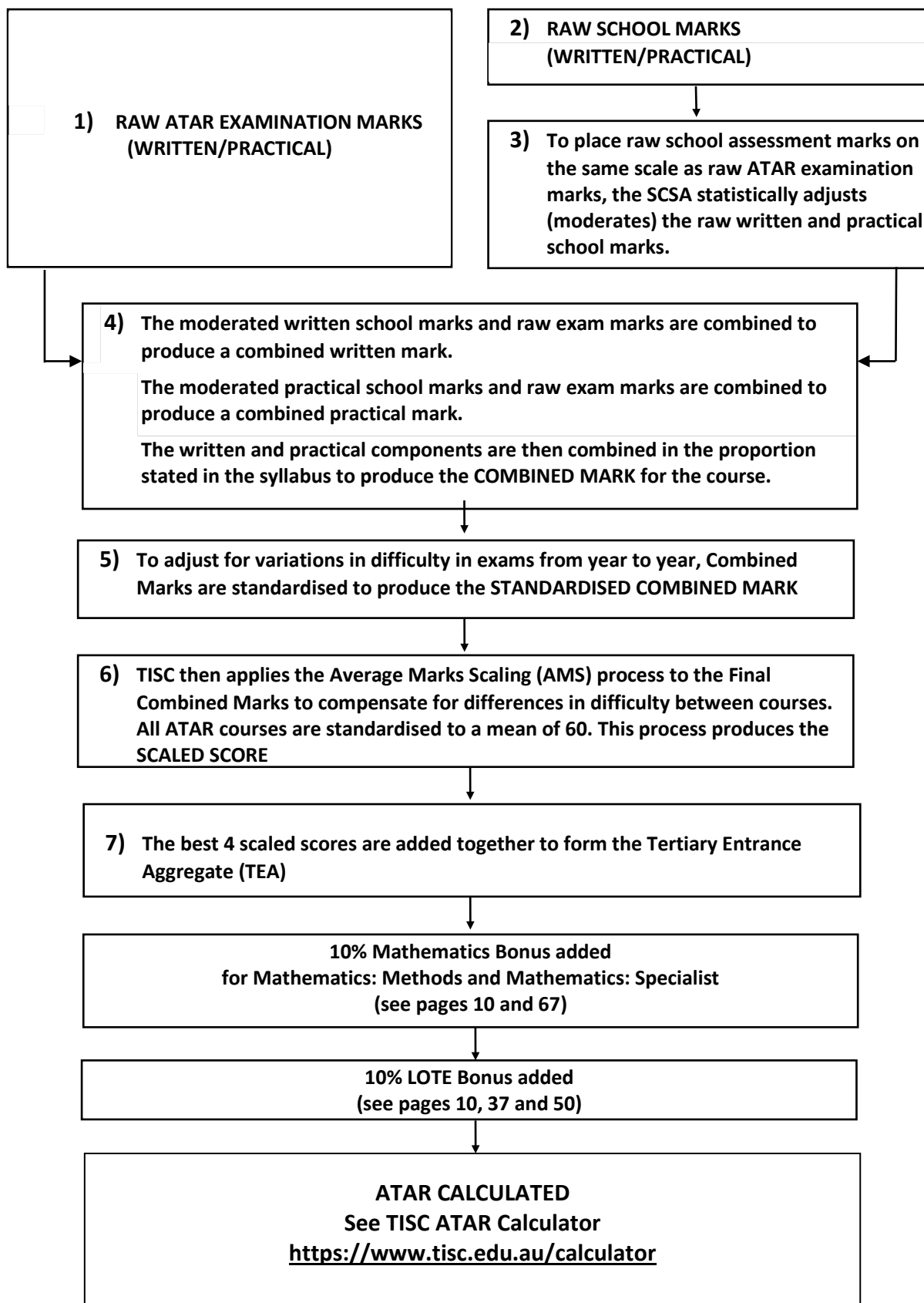
Boys who are full fee-paying overseas students must apply to each university directly and not through TISC. Details of the procedure for these students can be obtained from the Careers Office.

A summary of the post-school destinations of the Year 12 2024 cohort is shown on page 86.

# CALCULATION FOR AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

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The following diagram shows the steps that take place in the calculation of an ATAR.



# THE MARKS ADJUSTMENT PROCESS FOR SCHOOL AND ATAR EXAMINATION MARKS

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Final-year school students who study ATAR courses will sit the compulsory external examination for these courses. For students to be ranked fairly for selection for university places, all students' marks must be on the same 'scale'. In a joint exercise by the School Curriculum and Standards Authority (SCSA) and the Tertiary Institutions Service Centre (TISC), a series of processes is used to convert the raw marks for different courses to the same measurement scale. The scaled scores for any courses can then be added together to form a Tertiary Entrance Aggregate (TEA), from which an Australian Tertiary Admission Rank (ATAR) can be derived. The marks adjustment process leading from the input of a student's school mark and his raw ATAR examination result to an ATAR follows these numbered steps.

### 1 EXAMINATION MARKS

The SCSA is responsible for the setting, conducting, and marking of the external ATAR examinations in November. In some courses there are both written and practical examinations (which are both marked out of 100).

### 2 SCHOOL MARKS

The school submits to the SCSA a mark out of 100 for the written component, a mark out of 100 for the practical component, where relevant, and a combined mark out of 100.

### 3 MODERATED MARKS

To place the raw school marks on the same numerical scale as the raw examination marks, the SCSA calculates an adjusted (moderated) school mark from the raw school mark for each course. Thus, the moderated school mark has the same meaning in every school. Raw examination marks are used as a common scale in the moderation of the school marks because the examination is the same for all students from all schools, unlike the scale of assessments for raw school marks, which are different between schools.

### 4 COMBINED MARKS

The raw written examination mark and moderated written school mark (which are both out of 100) for the same ATAR course are then averaged to calculate a combined written mark. A combined practical mark is calculated in the same way using the raw practical examination mark and raw practical school mark.

The combined written mark and the combined practical mark are now combined in the proportion stated in the syllabus for the ATAR course concerned, to produce a combined mark for the ATAR course.

### 5 FINAL COMBINED MARKS

Combined marks are then standardised to remove any unfairness due to variations in the difficulty of a subject's examination from year to year.

### 6 SCALING FINAL COMBINED MARKS

TISC applies the Average Marks Scaling (AMS) process to the final combined score of all students. This is necessary because the final combined mark you achieved in one course may have been easier or harder to achieve than in a different course. The scaling process ensures that, with respect to university selection, you are neither advantaged nor disadvantaged by the relative difficulties of achieving combined marks in the courses you have studied. As a result of scaling the average (mean) of all scaled scores across all students and courses will be 60. A student's **scaled score** for a course is likely to be different from the examination mark, school mark and final combined mark.

### 7 MATHEMATICS AND LOTE BONUSES

After scaling it is possible to add together each student's best four scaled scores to produce a Tertiary Entrance Aggregate (TEA). Ten percent of the final scaled score in Mathematics Methods, Mathematics Specialist and ten percent of the best LOTE score is added to the TEA at this stage and this higher aggregate is converted to an Australian Tertiary Admission Rank (ATAR).

*The information in this section is extracted from the [Tertiary Institutions Service Centre Marks Adjustment Process brochure](#).*

## COMPARISON OF TEA/ATAR SCORES

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 2025. The table can be used to roughly check an ATAR as a guide, only, to ATAR calculations for university entrance in 2026. 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 courses. 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 2025, see '[ATARs and Ranks](#)' available on the TISC website.

ATAR	Minimum TEA for ATAR	ATAR	Minimum TEA for ATAR
30.00	128.2	81.05	240.1
40.00	156.6	82.00	242.7
50.00	179.0	83.00	245.5
55.00	188.3	84.00	248.5
60.05	197.7	85.00	251.4
61.00	199.2	86.00	254.7
62.00	201.0	87.00	258.0
63.00	203.0	88.00	261.5
64.00	204.8	89.00	265.1
65.05	206.9	90.00	269.4
66.00	208.8	91.00	273.4
67.00	210.7	92.00	278.1
68.00	212.5	93.00	283.5
69.00	214.6	94.00	289.5
70.00	216.4	95.00	296.4
71.05	218.3	96.00	303.7
72.00	220.3	97.00	313.0
73.05	222.4	98.00	324.6
74.00	224.6	98.50	334.1
75.00	226.6	99.00	345.1
76.00	228.6	99.50	363.8
77.00	230.7	99.70	376.4
78.00	232.9	99.80	382.1
79.00	235.1	99.90	393.0
80.00	237.3	99.95	402.5

Source 2024 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 2025

An average final mark of 80 produces a TEA of 320 or ATAR of 97.60

An average final mark of 75 produces a TEA of 300 or ATAR of 95.50

An average final mark of 70 produces a TEA of 280 or ATAR of 92.35

An average final mark of 65 produces a TEA of 260 or ATAR of 87.50

An average final mark of 60 produces a TEA of 240 or ATAR of 80.95

An average final mark of 55 produces a TEA of 220 or ATAR of 71.85

# UNIVERSITY UNDERGRADUATE COURSE STRUCTURES

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## **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 takes 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 experience 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 Head of Career Development.

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

# ALTERNATIVE UNIVERSITY ENTRY PATHWAYS

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Most universities offer a variety of options for alternative entry to undergraduate courses, which may include portfolio entry, university preparation courses and programs, 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 several [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.

## **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

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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) Program**

- a. Students achieve the WACE and study five or six General courses. They may 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 program. Students usually study General courses which do not include ATAR examinations. See page 20-21 for more information about the VET program.
- 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 22-23 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)

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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 Program

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 Program to apply for university via the many alternative pathways to university now available.

## Year 12, 2026: Certificate IV in Business/Certificate IV in Work Skills for Career Enhancement & Management (Dual Qualification)

The following timetabled course is no longer a compulsory choice for all Vocational Education and Training (VET) students in Year 12.

**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.

**Certificate IV in Work Skills for Career Enhancement & Management:** This qualification develops a combination of Soft Skills and Employability Skills that are required to navigate the modern workplace or adult study pathway.

The combination of these qualifications and any other VET certificate that students complete at Hale School will make students more employable post schooling. Hale School will auspice with the RTO AITT ([www.AITT.com.au](http://www.AITT.com.au)) to deliver this dual qualification.

# AUSTRALIAN QUALIFICATIONS FRAMEWORK (AQF) CERTIFICATE COURSES

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## 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: [AQF website](#).

## 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: [TAFE](#).

## 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:

[TAFE entry requirements](#).

### 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

### **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 program. (For these courses, training takes place off campus at a TAFE college. Work placements are an integral part of the program in Year 12). The courses offered vary according to student interest and may include:**

- Certificate II Automotive Vocational Preparation
- Certificate II Building and Construction Pathways
- Certificate II Data and Voice Communications
- Certificate II Electrotechnology
- Certificate II Plumbing
- Certificate III Business
- Certificate III Education Support
- Certificate III Events

### **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 courses 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 program](#) 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

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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 courses. 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.

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 and who are in the top 0.5 per cent of candidates. The units of competency achieved for the certificate may have been undertaken in VET industry specific courses or VET credit transfer programs. 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:

- 1 Points are accrued at the unit level
- 2 Points are accrued from 20 Year 11 and Year 12 units, of which at least 10 must be Year 12 units
- 3 The units used to calculate a student's points will be those that maximise the student's score (maximum points = 200)
- 4 If a unit/course is repeated, the result for the first attempt is used in the determination of these awards
- 5 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
- 6 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

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## 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.
- 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

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## IN MAKING CHOICES FOR YEAR 12, STUDENTS SHOULD NOTE THE FOLLOWING:

- 1 Students who are studying at least four ATAR courses must choose six courses or five courses plus Private Study.
- 2 Students who select the VET Program usually select Certificate IV, General or ATAR English and four other courses.
- 3 It is compulsory to study an English course (English ATAR, Literature ATAR, English General or EAL/D).
- 4 You must choose at least one course from each of List A (arts/languages/social science) and List B (mathematics/science/ technology).
- 5 Choose courses in which you can achieve at least a C grade. Six C grades must be achieved in Year 12 units to meet the achievement standard for the WACE.
- 6 Be realistic in your choice. Seek advice from teachers, school psychologists, the Head of Career Development and Heads of House.
- 7 Choose courses which have interested you in the past and which you have enjoyed.
- 8 Choose courses that are pre-requisite courses for the tertiary courses which interest you.
- 9 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. See page 18.
- 10 Note the unacceptable course combinations given on page 10. 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.
- 11 Students wishing to pursue tertiary education with a private training provider or TAFE college should refer to the advice on pages 20 to 24 and the information about VET. 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

The **Careers Office** and **Heads of House** will assist Year 12 students and parents with decisions about courses and pathways. Parents are encouraged to contact either the Head of Career Development or their son's Head of House if they would like assistance.

The school makes **course recommendations** for each Year 12 student regarding specific courses NOT recommended. Parents are invited to contact Heads of House from Week 3 in Term 3 to obtain this information.

All students will have the opportunity to work through a comprehensive online career guidance questionnaire. This is followed by a meeting with the Head of Career Development to interpret and explain their personal results and help them to clarify their ideas regarding post-school course and career planning.

## Information for Parents

Detailed communication to parents regarding the **VET** program is planned for early in Term 3 this year. The Head of Career Development is available at any time to provide further details about the program.

An important **presentation for all Year 12 parents** will be given at the start of Term 1, 2026, to provide information about SCSA requirements for graduation, Year 12 courses of study, the WACE, and tertiary entrance. The date and time of the presentation will be emailed to parents.

# ACCOUNTING AND FINANCE (ATAR)

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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.

## Accounting and Finance – ATAR Course

### ATACF - Year 12 units, 2026:

**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, a project, and an examination.

Type of assessment	Weighting Year 12
<p><b>Tests</b></p> <p>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.</p> <p>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.</p> <p>Typically, tasks involve a combination of theory and practical questions. Practical questions should represent 60–65% of the mark for tests.</p>	50%
<p><b>Project</b></p> <p>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.</p> <p>This can involve researching accounting and finance data; investigating products/services within the accounting and finance area; responding to given scenarios.</p> <p>The project requires students to draw conclusions and make recommendations.</p> <p>Formats can include scaffolded questions, formal reports, written presentations or multimedia presentations, or a combination of these.</p> <p>Students can work individually or in a group.</p>	10%
<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%

# APPLIED INFORMATION TECHNOLOGY (ATAR or General)

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The **ATAR and General Applied Information Technology** (AIT) courses focus on the application of computer technologies to living in the community and working in industry and business environments, and the resulting impact on workplaces, individuals, and society. It provides opportunities for students to develop their knowledge and skills relevant to the use of information and communication technology (ICT) to meet everyday challenges. Students consider a variety of computer applications for use in their own lives, in business and in the wider community. They also consider the ethical implications of ICT solutions and develop an appreciation of the role and impact of these technologies on their own personal values and on the values within a democratic and ethnically diverse society.

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

Students who studied ATAR AIT units 1 and 2 in Year 11, may select **ATAR AIT** units 3 and 4 in Year 12.

As there is no examination requirement for General units, The **General AIT** 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.

## Applied Information Technology – ATAR Course

### ATAIT - Year 12 units, 2026:

**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 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

### GTAIT – Year 12 units, 2026:

**Unit 3:** 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 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 four assessment tasks including an examination or common task set by the School Curriculum and Standards Authority 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 either an examination or common task set by the School Curriculum and Standards Authority.

Type of assessment	ATAR Course	General Course
<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. 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>	40%	50%
<p><b>Short answer:</b> 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>	10%	20%
<p><b>Extended answer:</b> 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 apply 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>	10%	15%
<p><b>ATAR Course - Examination:</b> Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.</p> <p><b>General Course - 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>	40%	15%

# BIOLOGY (ATAR)

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

## Biology – ATAR Course

### ATBLY - Year 12 units, 2026:

#### Unit 3: Continuity of species

The unit content organiser 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. In this unit, 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 unit content organiser 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. In this unit, students investigate how homeostatic response systems control organisms' responses to environmental change – internal and external – in order to survive in a variety of environments, if 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.

## Assessment

Students will be assessed in five outcomes relating to their understanding of the mechanisms by which plants and animals use homeostasis to control their internal environment in a changing external environment, the ways in which infection, transmission and spread of disease occur in vector-borne diseases and how biological models and theories have developed over time. They will be assessed in their use of science inquiry skills to design, conduct, evaluate and communicate investigations into organisms' responses to changing environmental conditions and infectious disease and their ability communicate biological understanding using qualitative and quantitative representations in appropriate modes and genres.

Type of assessment: Biology ATAR course	Year 12 Weighting
<p><b>Science inquiry</b></p> <p>Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting data; and communicating findings.</p> <p>Science Inquiry: Practical</p> <p>Practical work can involve a range of activities, such as practical tests; modelling and simulations; observation checklists; and brief summaries of practical activities.</p> <p>Science Inquiry: Investigation</p> <p>Investigations are more extensive activities, which can include experimental testing; environmental and field work; conducting surveys; and comprehensive scientific reports.</p> <p>Field work or an environmental investigation must be conducted in Unit 1.</p>	20%
<p><b>Extended response</b></p> <p>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.</p> <p>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></p> <p>Tests typically consist of multiple-choice questions, and questions requiring short and extended answers.</p>	20%
<p><b>Examination</b></p> <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 examination design brief included in the ATAR Year 12 syllabus for this course.</p>	50%

# BUSINESS MANAGEMENT AND ENTERPRISE (General)

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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

### GTBME - Year 12 units, 2026:

**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.

## Assessment

Students will be assessed in three outcomes relating to Business Concepts, Business in Society and Innovation and Operations.

Type of assessment	Weighting
<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. In addition to the final presentation, other evidence of research can include teacher observation records, survey data, learning journals, reference lists, project plans and/or draft notes.	40%
<b>Response</b> Students analyse business situations and/or issues. Formats can include written or oral response to scenarios, case studies, preparation of recommendations, reports, or any other form that demonstrates critical analysis and preparation of business information. Students can be required to respond to multiple choice, short answer and/or extended answer questions under test conditions.	45%
<b>Externally set task</b> A written task or item or set of items of one-hour duration developed by the SCSA.	15%

# CERTIFICATE IV IN BUSINESS COURSE

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## **Year 12, 2026: Certificate IV in Business/Certificate IV in Work Skills for Career Enhancement & Management (Dual Qualification)**

The following timetabled course is a compulsory course choice for all Vocational Education and Training (VET) students in Year 12.

**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.

**Certificate IV in Work Skills for Career Enhancement & Management:** This qualification develops a combination of Soft Skills and Employability Skills that are required to navigate the modern workplace or adult study pathway.

The combination of these qualifications and any other VET certificate that students complete at Hale School will make students more employable post schooling. Hale School will auspice with the RTO AITT ([www.AITT.com.au](http://www.AITT.com.au)) to deliver this dual qualification.

# CHEMISTRY (ATAR)

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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. The Chemistry ATAR course develops students' understanding of the key chemical concepts and models of structure, bonding, and chemical change, including the role of chemical, electrical and thermal energy. Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for 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.

## Chemistry – ATAR Course

### ATCHE - Year 12 units, 2026:

**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.

## Assessment

Students will be assessed each semester in a range of tasks from each unit and results will be used to produce a final mark and grade for the course. The table below provides details of the assessment types for the Chemistry ATAR Year 12 syllabus and the weighting for each assessment type.

Type of assessment	Weighting
<p><b>Science inquiry</b></p> <p>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></p> <p>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></p> <p>Investigations are more extensive activities, which can include experimental testing; chemical analyses; and comprehensive scientific reports.</p> <p>The assessed component of tasks of these types should be conducted in a supervised classroom setting.</p> <p>Students must complete at least one investigation over a pair of units.</p>	20%
<p><b>Extended response</b></p> <p>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.</p> <p>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.</p> <p>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></p> <p>Tests typically consist of multiple-choice questions, and questions requiring short and extended answers.</p> <p>This assessment type is conducted in supervised classroom settings.</p>	20%
<p><b>Examination</b></p> <p>Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.</p>	50%

# CHINESE: SECOND LANGUAGE (ATAR)

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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.

Students who studied the ATAR Chinese: Second Language course units 1 and 2 in Year 11, may select the **ATAR Chinese: Second Language** course units 3 and 4 in Year 12.

## 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.

## ATCSL - Year 12 units, 2026:

**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.

## Assessment

Assessment comprises both practical and written components. 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, Written Communication and an examination.

Year 12 Practical Component: Type of assessment	Weighting	Weighting for combined mark
<p><b>Oral communication</b></p> <p>Interaction with others to exchange information, ideas, opinions and/or experiences in spoken Chinese.</p> <p>This can involve participating in an interview, a conversation and/or a discussion.</p> <p>Typically, these tasks are administered under test conditions.</p>	50%	30%
<p><b>Practical (oral) examination</b></p> <p>Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.</p>	50%	
<p><b>Response: Listening</b></p> <p>Comprehension and interpretation of, and response in English to, a range of Chinese spoken texts, such as interviews, announcements, conversations and/or discussions.</p> <p>Typically, these tasks are administered under test conditions.</p>	15%	70%
<p><b>Response: Viewing and reading</b></p> <p>Comprehension and interpretation of, and response in English to, a range of Chinese print and/or audio-visual texts, such as emails, blog postings, films/television programs (excerpts), letters, reviews and/or articles.</p> <p>Typically, these tasks are administered under test conditions.</p>	20%	
<p><b>Written communication</b></p> <p>Production of written texts to express information, ideas, opinions and/or experiences in Chinese.</p> <p>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.</p> <p>Typically, these tasks are administered under test conditions.</p>	15%	
<p><b>Written examination</b></p> <p>Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.</p>	50%	

# DRAMA (ATAR or General)

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Drama at Hale allows students the opportunity to develop their acting, directing, devising, designing and technical skills. Hale's Drama courses allow students to extend their performance techniques and their communication and confidence skills 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 Drama course and General Drama** courses focus on drama in practice as students integrate their knowledge and skills. They engage in drama processes such as improvisation, text interpretation, which allow them to create 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, sound, and lighting. Increasingly, students use technologies, such as digital sound and multimedia.

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, drawing on their understanding of relevant aspects of other art forms.

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. They understand the economic factors that affect drama practice and explore the vocational opportunities that drama offers.

While some students intend to make a career in drama and related fields, students also participate in drama for enjoyment and satisfaction. They experience the pleasure that comes from developing personal skills, knowledge and understandings that can be transferred to a range of careers and situations. The Drama courses build confidence, empathy, understanding about human experience, and a sense of identity and belonging. These are invaluable qualities for contemporary living.

As there is no examination requirement for General units, The **General Drama** 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.

## Drama – ATAR Course

### **ATDRA -Year 12 units, 2026:**

**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

### **GTDRA - Year 12 units, 2026:**

#### **Unit 3 – 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. In this unit, 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 – 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. In this unit, 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

Students will be assessed in four outcomes relating to Drama ideas, Drama skills and processes, Drama responses and Drama in Society. Assessment will comprise both written and practical components.

### Assessment table – Year 12

Type of assessment: Drama ATAR Course	Weighting	Weighting for combined mark
<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 Set texts and monologues. Developing drama as an Actor, Director, Designer (either costume, lighting, set or sound); applying drama skills, elements, processes, and approaches.	30%	50%
<b>Practical (performance) examination</b> Typically conducted at the end of semester and/or unit and reflecting the practical examination design brief and the practical (performance) examination requirements document for this syllabus.	20%	
<b>Response</b> Response to analysis and evaluation of own or others' drama works. Planning, presenting, and justifying approaches to drama texts in performance.	30%	50%
<b>Written examination</b> Typically conducted at the end of semester and/or unit and reflecting the written examination design brief for this syllabus.	20%	

### Assessment table – Year 12

Type of assessment: Drama General Course	Weighting
<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.	55%
<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.	30%
<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.	15%

# ECONOMICS (ATAR)

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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.

## Economics – ATAR Course

### ATECO - Year 12 units, 2026:

**Unit 3: Australia and the Global Economy.** This unit focuses on Australia’s links with the global economy. 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 trends 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 macroeconomic data to analyse the performance of the economy and learn how economic policies, 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 mix.

## Assessment

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

Type of assessment	Weighting Year 12
<b>Data interpretation/Short answer</b> An answer of less than 150 words that can include discuss, explain, or analyse an economic concept, event or issue. Formats can include multiple-choice questions, calculations and/or short answer questions that can require a definition, description, explanation or application of economic concepts, theories and/or models. Typically, questions require students to interpret real or hypothetical economic data or information, such as graphs, tables, or text. Typically, tasks are a combination of these formats. At least two data interpretation/short answer tasks should be administered under test conditions.	30%
<b>Extended answer</b> The question can require a description, discussion, explanation and/or analysis of an economic concept, event or issue, and the application of economic theories and/or models. The question can include stimulus material. Formats can include: an essay, a sectionalised long answer, an investigation and/or a response to a scenario or a case study. At least two extended answer tasks should be administered under test conditions.	30%
<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.	40%

# ENGINEERING STUDIES (ATAR or General)

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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. 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.

Students who studied units 1 and 2 ATAR Engineering Studies in Year 11, may study units 3 and 4 ATAR Engineering Studies in Year 12.

As there is no examination requirement for General units, The **General Engineering Studies** 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.

## Engineering Studies - ATAR Course

### ATEST - Year 12 units, 2026:

**Unit 3:** The focus for this unit is designing, making, testing, and analysing control circuitry for a mechatronic application identified by the student. Typically, this will be a working model rather than a full-size prototype, but the latter is also possible. Design decisions, specifications, testing and evaluation of the project are documented in a design folio. Theory is also taught, and this is divided into two major areas. These are Core (i.e. engineering design process, materials, fundamental calculations, and energy) and Mechatronics (i.e. electrical/electronic and systems and control). Knowledge and understanding of these topics are incorporated into the design folio and examined in an end of semester paper.

**Unit 4:** Students design, make, test, and evaluate structural, mechanical and control elements of their design and the circuitry made in Unit 3 is integrated into the project. As in Unit 3, design decisions, specifications, testing and evaluation of the working model or prototype are documented in a design folio. Theory topics are again divided into the two major areas of Core and Mechatronics. Knowledge and understanding of theory are embedded into the design folio and is also examined. Moreover, the end of year examination draws its content from both Unit 3 and Unit 4.

OR

## Engineering Studies - General Course

### GTEST - Year 12 units, 2026:

**Unit 3:** As is the case for ATAR Unit 3, the focus for this unit is designing, making, testing, and analysing control circuitry for a mechatronic application identified by the student. Design decisions, specifications, testing and evaluation of the project are documented in a design folio. The expectation of a General candidate is that they will require more support and scaffolding to successfully complete each of the assessment tasks. 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 structural, mechanical and control elements of the mechatronic model that is integrated with the circuitry made in the previous unit. Again, design decisions, specifications, testing and evaluation of the working model or prototype are documented in a design folio. Theory continues to be studied to complement the project work and the completion of exercises in theory workbooks 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. The following tables summarizes how these will be weighted to produce a year mark:

<b>Type of Assessment: Year 12 Engineering Studies ATAR course</b>	
<b>Assessment Type</b>	<b>Weighting</b>
<b>Design</b>	30%
<b>Production</b>	30%
<b>Examination</b>	40%

<b>Type of Assessment: Year 12 Engineering Studies General course</b>	
<b>Assessment Type</b>	<b>Weighting</b>
<b>Design</b>	25%
<b>Production</b>	50%
<b>Response</b>	10%
<b>External task</b>	15%

# ENGLISH (ATAR or General)

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

- listen, speak, read, view, 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 **ATAR units:** 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 **General units** provide a pathway for students wishing 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

### ATENG - Year 12 units, 2026:

**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.

**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

### GTENG - Year 12 units, 2026:

**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.

**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 School Curriculum and Standards Authority.

Type of assessment: English ATAR course	Weighting YEAR 12
<p><b>Responding</b></p> <p>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%
<p><b>Creating</b></p> <p>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%
<p><b>Examination</b></p> <p>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>	30%

Type of assessment: English General course	Weighting YEAR 12
<p><b>Responding</b></p> <p>Students respond to a variety of written, spoken, digital and multimodal texts.</p> <p>Students can respond in a range of text forms, including fiction and non-fiction, media texts, multimodal and digital texts.</p>	40%
<p><b>Creating</b></p> <p>Students create imaginative, interpretive, and persuasive texts in a range of modes for a variety of purposes and audiences.</p> <p>Students can create a range of text forms, including fiction and non-fiction, media texts, multimodal and digital texts.</p>	45%
<p><b>Externally set task</b></p> <p>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%

# ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT (ATAR)

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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 EAL/D course aims to develop students' academic English skills to enable:

- 1 the use of spoken English to communicate and interact with others in a variety of contexts and for a range of purposes;
- 2 the ability to comprehend and respond to spoken English used for a range of purposes and in a range of contexts;
- 3 the ability to comprehend and respond to a variety of written and visual texts produced in English for a range of contexts and purpose;
- 4 the ability to write for a variety of purposes and audiences using the conventions of Standard Australian English.

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

## Eligibility

The ATEALD 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

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

### ATEALD - Year 12 units, 2026:

**Unit 3:** The theme of 'Australia as a Cultural Community' focuses on analysing how language choices are used to achieve different purposes and effects in a range of contexts. 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:** The theme of 'Language and Empowerment' focuses on analysing, evaluating, and using language to represent and respond to issues, ideas, and attitudes in a range of contexts. 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, arguments and evidence, conclusions, and recommendations.

## 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 Year 12.

### Assessment table practical component – Year 12

Type of assessment	Weighting	Weighting for combined mark
<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 and written report.</p> <p><b>Part A: Semester One (recommended 5%)</b> Investigate an issue/topic related to Unit 3 and present a research proposal in an oral format.</p> <p><b>Investigation – Part B: Semester Two (recommended 10%)</b> Presentation of results of research of Unit 3 topic/issue in a written report, using appropriate conventions.</p>	15%	35%
<p><b>Common oral assessment task (COAT) - Semester 1</b> Participation in oral task developed by the School Curriculum and Standards Authority and administered by the school.</p>	10%	
<p><b>Oral production – Semester 2</b> Participation in, and/or production of group discussions, panel discussions, interviews, debates, conversations, tutorials and/or speeches.</p>	10%	

### Assessment table written component – Year 12

Type of assessment	Weighting	Weighting for combined mark
<p><b>Response</b> Comprehension, analysis, and evaluation of aural, written and printed visual texts. One task to focus on the comprehension and analysis of aural texts. One task to focus on the comprehension, analysis, and synthesis of written and printed visual texts.</p>	15%	65%
<p><b>Written production</b> Creating texts which use language and structure appropriate to context, genre, purpose, and audience. One task to focus on the production of a formal essay. One task to focus on the production of a written speech.</p>	20%	
<p><b>Written examination</b> Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.</p>	30%	

# FRENCH: SECOND LANGUAGE (ATAR)

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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 **French: Second Language ATAR** 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.

Students who studied the ATAR French: Second Language course units 1 and 2 in Year 11, may select the **ATAR French: Second Language** course units 3 and 4 in Year 12.

## 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 Second Language – ATAR Course

### ATFSL – Year 12 units, 2026

**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.

## Assessment

Assessment comprises both practical and written components. 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, Written Communication and an examination.

### Assessment table practical component – Year 12

Type of assessment	Weighting	Weighting for combined mark
<p><b>Oral communication</b></p> <p>Interaction with others to exchange information, ideas, opinions and/or experiences in spoken French.</p> <p>This can involve participating in an interview, a conversation and/or a discussion.</p> <p>Typically, these tasks are administered under test conditions.</p>	50%	30%
<p><b>Practical (oral) examination</b></p> <p>Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.</p>	50%	

### Assessment table written component – Year 12

Type of assessment	Weighting	Weighting for combined mark
<p><b>Response: Listening</b></p> <p>Comprehension and interpretation of, and response in English to, a range of French spoken texts, such as interviews, announcements, conversations and/or discussions.</p> <p>Typically, these tasks are administered under test conditions.</p>	15%	70%
<p><b>Response: Viewing and reading</b></p> <p>Comprehension and interpretation of, and response in English to, a range of French print and/or audio-visual texts, such as emails, blog postings, films/television programs (excerpts), letters, reviews and/or articles.</p> <p>Typically, these tasks are administered under test conditions.</p>	15%	
<p><b>Written communication</b></p> <p>Production of written texts to express information, ideas, opinions and/or experiences in French.</p> <p>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.</p> <p>Typically, these tasks are administered under test conditions.</p>	20%	
<p><b>Written examination</b></p> <p>Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.</p>	50%	

# GEOGRAPHY (ATAR or General)

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The study of geography draws on students' curiosity about the diversity of the world's places and their peoples, cultures, and environments. It enables them to appreciate the complexity of our world and the diversity of its environments, economies and cultures and use this knowledge to promote a more sustainable way of life and awareness of social and spatial inequalities. The Geography 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 natural and ecological hazards, the impacts of globalization, rapid change in physical environments, and the sustainability of places. Geography as a discipline values imagination, creativity, and speculation as modes of thought. It provides a systematic, integrative way of exploring the world. Geography and addresses questions about the interaction of natural and human environments within various natural and social systems. It examines the factors that impact upon decisions about sustainability, the conflicting values between individuals and groups over sustainability and the degree of commitment towards sustainable development.

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. Students who studied the ATAR Geography course units 1 in Year 11, may study the **ATAR Geography** course units 3 and 4 in Year 12.

As there is no examination requirement for General units, The **General Geography** 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.

## Geography - ATAR Course

### ATGEO - Year 12 units, 2026:

#### Unit 3 – Global environmental change

This unit assesses the impacts of land cover transformations with reference to climate change or biodiversity loss. Our focus is on climate change.

#### 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. We focus on Perth and New York City.

OR

## Geography - General Course

### GTGEO - Year 12 units, 2026:

#### 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

Assessment varies between courses. The following tables summarise the assessment types and weighting prescribed by School Curriculum and Standards Authority.

Type of assessment: Geography ATAR course	Year 12 Weighting
<b>Geographical inquiry/Fieldwork</b> <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>	20%
<b>Response/practical skills</b> <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%
<b>Examination</b> <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>	40%

Type of assessment: Geography General course	Year 12 Weighting
<b>Geographical inquiry</b> <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%
<b>Fieldwork/practical skills</b> <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>	30%
<b>Tests</b> <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>	25%
<b>Externally set task</b> <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 (ATAR)

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Ancient history 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 begins with a study of the social, political, economic, military, and religious institutions and structures of one ancient society, with an in-depth study of specific features such as slavery or technology and engineering. Students then investigate the remaining evidence for the ancient past and issues relevant to the investigation of the ancient world, including authentication and reliability. This is followed by a more integrated study of an ancient society focusing on continuity and change in power and authority. The course concludes with a detailed evaluation of the contribution of various sources to an understanding of a significant ancient historical period.

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.

## Ancient History – ATAR Course

### 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.

Type of assessment	ATAR Course Weighting
<p><b>Historical Inquiry</b></p> <p>Students use the relevant historical skills to plan, conduct and communicate an inquiry related to the elective they are studying. Inquiry formats can include: research notes; graphic organisers; written report; short answers; an analysis of the sources used in the inquiry; an oral presentation; and/or a multimodal presentation. The inquiry must include a validation component that is administered under test conditions.</p>	20%
<p><b>Short Answer</b></p> <p>Students respond to a series of questions that can require students to respond to stimulus and/or source material. Typically, questions require the students to: identify, define, describe, outline, summarise, compare, contrast, comment on, explain and/or consider different interpretations. Responses can require an application of evidence and historical knowledge and understandings of the individuals, groups, events, structures, institutions and/or concepts relevant to the elective studied.</p> <p>Short answer tasks are administered under test conditions.</p>	20%
<p><b>Extended Answer</b></p> <p>Students can be required to respond to one or more questions, or to a topic. This can include responding to a proposition, or points of debate; or an interpretation, explanation and/or evaluation of historical evidence. The format can be an essay, a scaffolded extended answer, a sectionalised answer, or a report. Questions can require students to respond to stimulus and/or source material. Typically, questions require the students to: explain, discuss, account for, assess, examine, analyse, and/or evaluate.</p> <p>Responses can require an application of evidence and historical knowledge and understandings, and/or consideration of different interpretations of the individuals, groups, events, structures, institutions and/or concepts relevant to the elective studied.</p> <p>Extended answer tasks are administered under test conditions.</p>	20%
<p><b>Examination</b></p> <p>Typically conducted at the end of the semester and/or unit and reflecting the examination design brief for this syllabus.</p>	40%

# HISTORY: MODERN (ATAR)

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History is the study and practice of making meaning of the past with a view to understanding the present. It helps us clarify our own beliefs and values compared with those of others. The **ATAR Modern History** course reveals the background and some of the driving forces behind present local and global issues. The course enables students to become critical thinkers. The skills and knowledge 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 determining their decisions and provides opportunities to reflect on the significance of past events, people, beliefs, and ideas and how and why they are valued now. Historical inquiry reveals that there are various perspectives and interpretations of past events and actions.

Students benefit from acquiring the literacy skills of the discipline of History such as critical thinking, research, analysis, and effective written expression. Through study of societies, movements, and political structures, they are well prepared for careers involving policy making, administration and research. Learning the skills of critical inquiry is essential for people working in business, government, law, health, science, academia, industry, tourism, environment, media, and the arts.

## Modern History – ATAR Course

### ATHIM - Year 12 units, 2026:

**Unit 3: Modern Nations in the 20<sup>th</sup> Century.** This unit examines the characteristics of modern nations in the 20th century; the crises that confronted nations, their responses to these crises and the different paths nations have taken to fulfil their goals. Students study the characteristics of **one** nation. Students investigate crises that challenged the stability of government, the path of development that was taken and the social, economic, and political order that was either established or maintained. At Hale School, students will specifically study Australia 1918-1949 (the end of World War I to the fall of the ALP in the 1949 election).

**Unit 4: The Modern World since 1945.** This unit examines some significant and distinctive features of the modern world within the period 1945–2001 in order 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. At Hale School, students will specifically study the changing European world 1945-2001.

## Assessment

Students will be assessed in four outcomes relating to their understanding of modern nations, the internal divisions and external threats that they encountered, and the different experiences of individuals and groups within those nations; their understanding of the significance of the changes experienced by modern nations and the different paths of development they have taken; their ability to apply key concepts as part of an historical inquiry, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability and their use of historical skills to investigate the history of selected nations, frame questions for research, determine the reliability and usefulness of sources and evidence, explore different interpretations of the past, and use a range of evidence to analyse interpretations and representations, and communicate historical arguments. Types of assessment are Historical Inquiry, Explanation, Source Analysis and Examination.

Type of assessment	Weighting
<p><b>Historical Inquiry</b></p> <p>Students use the relevant historical skills to plan, conduct and communicate an inquiry related to the elective they are studying. Typically, the inquiry proposition is devised by the student.</p> <p>The final presentation can be a written report; an analysis of the sources used in the inquiry; a debate; a hypothetical; an oral presentation and/or a multimodal presentation which can be presented individually or in a group.</p> <p>Typically, one historical inquiry is completed for each unit.</p>	20%
<p><b>Explanation</b></p> <p>A response in the form of an essay for one or more closed or open questions or for a topic. The question can require students to respond to propositions or points of debate; explanations or evaluations of historical evidence; and interpretations and/or representations.</p> <p>At least two explanation tasks must be administered under test conditions.</p>	20%
<p><b>Source Analysis</b></p> <p>Several sources are interpreted, analysed, evaluated and/or synthesised. Questions typically require students to use evidence from the sources when commenting on message; origin, purpose, and context; reliability, usefulness and contestability of the evidence; perspective; and relevance to the context.</p> <p>Typically, the teacher selects the sources and provides the questions.</p> <p>Source material can include photographs, cartoons, paintings, graphs, government papers, extracts from newspaper articles, letters, diaries, literary sources, and/or secondary sources.</p> <p>At least two source analysis tasks must be administered under test conditions.</p>	20%
<p><b>Examination</b></p> <p>Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.</p>	40%

# HUMAN BIOLOGY (ATAR or General)

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The **ATAR or 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. Through a combination of classical genetics, and advances in molecular genetics, dynamic new biotechnological processes have resulted. Population genetics is studied to highlight the longer term changes leading to natural selection and evolution of our species.

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.

Students who studied the ATAR Human Biology course units 1 and 2 in Year 11, may select the **ATAR Human Biology** course units 3 and 4 in Year 12.

As there is no examination requirement for General units, The **General Human Biology** 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.

## Human Biology - ATAR Course

### ATHBY - Year 12 units, 2026:

#### 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 because 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. Several 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

### GTHBY - Year 12 units, 2026:

#### 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 using 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 in three outcomes relating to Science Inquiry Skills, Science as a Human Endeavour, and Science Understanding. Assessment types include an examination (ATAR course) or a common assessment set by the School Curriculum and Standards Authority.

Type of assessment: Human Biology ATAR course	Year 12 Weighting
<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. Students evaluate claims, investigate ideas, solve problems, reason, draw valid conclusions, and/or develop evidence-based arguments. 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. Investigations are more extensive activities, which can include experimental testing; conducting surveys; and/or comprehensive scientific reports.	10%
<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. Assessment can take the form of answers to specific questions based on individual research; exercises requiring analysis; and interpretation and evaluation of information in scientific journals, media texts and/or advertising.	15%
<b>Test</b>	25%

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.	
<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.	50%

Type of assessment: Human Biology General course	Year 12 Weighting
<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. Students evaluate claims, investigate ideas, solve problems, reason, draw valid conclusions, and/or develop evidence-based arguments. 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. Investigations are more extensive activities, which can include experimental testing; conducting surveys; and/or comprehensive scientific reports.	30%
<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. 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.	20%
<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.	25%
<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.	15%

# JAPANESE: SECOND LANGUAGE (ATAR)

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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.

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. Students who studied the ATAR Japanese: Second Language course units 1 and 2 in Year 11, may select the **ATAR Japanese: Second Language** course units 3 and 4 in Year 12.

## 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

### ATJSL – Year 12 units, 2026:

**Unit 3:** This unit focuses on わか若い りょこうしゃ旅行者 (Young travellers). Through the two topics: Travel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.

**Unit 4:** This unit focuses on かこと みらい未来 (Reflections and horizons). Through the three topics: This year and beyond しょうらい今年と しょうらい将来, Youth events and pathways わかもの若者の ぎょうじ行事と しんろ進路 and Future plans みらい未来, students extend and refine their communication skills in Japanese and gain a broader and deeper understanding of the language and culture.

## Assessment:

Assessment comprises both practical and written components. 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 including examinations.

### Assessment table practical component – Year 12

Type of assessment	Weighting	Weighting for combined mark
<p><b>Oral communication</b></p> <p>Interaction with others to exchange information, ideas, opinions and/or experiences in spoken Japanese.</p> <p>This can involve participating in an interview, a conversation and/or a discussion.</p> <p>Typically, these tasks are administered under test conditions.</p>	50%	30%
<p><b>Practical (oral) examination</b></p> <p>Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.</p>	50%	

### Assessment table written component – Year 12

Type of assessment	Weighting	Weighting for combined mark
<p><b>Response: Listening</b></p> <p>Comprehension and interpretation of, and response in English to, a range of Japanese spoken texts, such as interviews, announcements, conversations and/or discussions.</p> <p>Typically, these tasks are administered under test conditions.</p>	15%	70%
<p><b>Response: Viewing and reading</b></p> <p>Comprehension and interpretation of, and response in English to, a range of Japanese print and audio-visual texts, such as emails, blog postings, films/television programs (excerpts), letters, reviews, articles, notes and/or messages.</p> <p>Typically, these tasks are administered under test conditions.</p>	20%	
<p><b>Written communication</b></p> <p>Production of written texts to express information, ideas, opinions and/or experiences in Japanese.</p> <p>This can involve responding to a stimulus, such as an email, a blog posting, a letter, an image, or an invitation; or writing a text, such as a journal/diary entry, an account, a letter, a review, a summary and/or an email.</p> <p>Typically, these tasks are administered under test conditions.</p>	15%	
<p><b>Written examination</b></p> <p>Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.</p>	50%	

# LITERATURE (ATAR)

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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 studied the ATAR Literature course units 1 and 2 in Year 11, may select the ATAR Literature course units 3 and 4 in Year 12.

## Literature - ATAR Course

### ATLIT - Year 12 units, 2026:

**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.

**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 addresses the expectations of audiences.

## Assessment

Assessment varies between courses. The following tables summarise the assessment types and weighting prescribed by School Curriculum and Standards Authority.

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

# MATERIALS DESIGN AND TECHNOLOGY (ATAR or General)

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The **Materials Design and Technology** (MDT) courses aim to prepare all students for a future in a technological and material world by providing the foundation for lifelong learning about how products are designed and how materials are developed and used. This course is a practical course working in the context of wood with the design and manufacture of products as the major focus. Working with materials, students develop a range of processing, manufacturing, and organisational skills. When designing with materials, they develop cognitive skills such as critiquing, analysing, solving problems, generating innovative ideas, and communicating what they do. This helps them become more technologically literate and, as consumers, enables them to make more informed decisions about the use and misuse of technology.

Successful completion of the ATAR Materials Design and Technology course Units 1 and 2 in Year 11 is desirable but is not a compulsory prerequisite for the **ATAR Materials Design and Technology** course Units 3 and 4 in Year 12.

As there is no examination requirement for General units, The **General Materials Design and Technology** 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.

## Materials Design and Technology Wood - ATAR Course

### AEMDTW - Year 12 units, 2026:

**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. Students work with an open and self-directed design brief to manage a project to design products to meet needs. Students 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.

Students identify and manage risks and select and use appropriate methods for communicating ideas and design development. Students 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. Students 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 incorporate a wide range of design concepts and apply sophisticated conceptualisation skills and production processes to realising 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

### GTMDTW/M - Year 12 units, 2026

**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.

## Assessment

All students undertake a major project of their own choice. They will develop a comprehensive Design Portfolio to communicate the thinking behind the product that they will manufacture. 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. The table below provides details of the assessment types for both the ATAR and the General courses and the weighting for each assessment type.

	ATAR MDT Assessment		General MDT Assessment	
	Assessment Type	Weighting	Assessment Type	Weighting
Practical Component	Design	30%	Design Practical portfolio	25%
	Production	50%	Production	50%
	Response	20%	Response Written	10%
Written Component	Design	40%	Externally Set task	15%
	Response	20%		
	Examination	40%		

# MATHEMATICS (ATAR or General)

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## Mathematics Essential – General Course

**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.

**This selection is not suitable for students who wish to sit the ATAR examination and obtain an Australian Tertiary Admission Rank (ATAR).**

### GTMAE - Year 12 units, 2026

**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 – ATAR Course

**Mathematics Applications** ATAR course focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering questions that involve analysing univariate and bivariate data, including time series data.

### ATMAA - Year 12 units, 2026

**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**' introduce 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.

**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 – ATAR Course

**Mathematics Methods** ATAR course focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their

derivatives, and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.

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

**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.

## **AND/OR**

### **Mathematics Specialist – ATAR Course**

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 the 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.**

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

#### **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 biology and kinematics. These topics serve to demonstrate the applicability of the mathematics learnt throughout this course. Also, in this unit, all 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.

### **Assessment**

Assessment varies between courses. The following tables summarise the assessment types and weighting prescribed by School Curriculum and Standards Authority.

Type of assessment: Mathematics General course	Year 12 Weighting
<p><b>Response</b></p> <p>Responses can be in written or oral form.</p> <p>Evidence can include: tests, assignments, quizzes and observation checklists.</p>	40%
<p><b>Practical applications</b></p> <p>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> <p><b>Statistical investigation process</b></p> <p>Evidence should include data collection, information sources, statistical/probability analysis, and a written conclusion.</p>	45%
<p><b>Externally set task</b></p> <p>A written task or item, or a set of items, of one-hour duration developed by the School Curriculum and Standards Authority and administered by the school.</p>	15%

Type of assessment: Mathematics ATAR courses	Year 12 Weighting
<p><b>Response</b></p> <p>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></p> <p>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.</p> <p>Evidence can include observation and interview, written work, or multimedia presentations.</p>	20%
<p><b>Examination</b></p> <p>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.</p> <p>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 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 (ATAR)

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Year 12 ATAR Media Production and Analysis offers Hale students a dynamic, engaging, and hands-on course in which students experience and experiment with the artistic, creative side of media, and then its darker, more sinister underbelly. In Semester 1, student eyes are opened to the world of Media Art, including film history, aesthetics, auteurs, and censorship. In Semester 2, students discover the power of media to persuade and influence audiences in both positive and negative ways in the political, social, and cultural arenas. On the practical side, students have the whole course to create a 5-minute art film or persuasive documentary, utilising Hale’s new media studios and sound rooms, 4K digital cameras, lights, microphones, Steadicams, green screens, and a range of editing tools.

## Media Production and Analysis – ATAR Course

### ATMPA - Year 12 units, 2026

#### Unit 3: Media Art

This unit provides the opportunity for students to understand and explore what is meant by media art and learn about the context, challenges, techniques, appeal and influence of auteurs and their aesthetic styles. Students analyse films such as *The Social Network* (2010), *Psycho* (1960) and more, learning to experiment with technologies and techniques to express their ideas and creativity. They have the opportunity to develop competence in production skills and processes in short film production and show the development of their personal style.

#### Unit 4: Power and Persuasion

Students will extend their understanding of non-fiction media, such as feature film, documentary, podcasts, news and social media, examining the way media and its users can reflect, challenge and even alter audiences’ values, attitudes and ideologies. From *Thomas the Tank Engine* to Trump tweets, and *The War of the Worlds* (1939) to *The Wave* (1980), students discover media’s selective nature of propaganda and seductive power of persuasion.

Materials required: External hard drive, SD card.

## 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 12 Media Production and Analysis ATAR course	Year 12 Weighting
<b>Practical (production):</b> Extended audio-visual 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 manage a range of production processes, evaluating and modifying them as necessary. Demonstrate an understanding of themes, styles, structures, codes, and conventions. Develop confidence and competence in the use of technologies, skills, and processes. 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 and reflecting the examination design brief for this syllabus.	20%

# MUSIC (ATAR)

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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 studied the ATAR Music course units 1 and 2 in Year 11, may select the ATAR Music course units 3 and 4 in Year 12.

## Music ATAR Course

### ATMUS - Year 12 units, 2026

#### 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 an 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 (General)

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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 bushwalking, sailing, climbing, and orienteering. 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, environmental management, or eco-tourism.

## Outdoor Education – General Course

### GTOED – Year 12 units, 2026

**Unit 3, Sailing:** Building confidence in the outdoors. 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. This unit will culminate in a 2-day/overnight trip on water in the Perth Region.

**Unit 4, White Water Canoeing:** Outdoor leadership. 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. This unit will culminate in a 4-day/ 3-night self-contained expedition on the Blackwood River with rapids up to grade 2.

### Assessment:

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.	15%
<b>Performance 1:</b> specific to outdoor adventure activity skills and strategies 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:</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 questions, stimuli, or prompts. Evidence can include: reflections, logbooks, journals, tests, summaries and/or essays.	20%
<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.	15%

# PHILOSOPHY AND ETHICS (ATAR)

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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.

## Philosophy and Ethics – ATAR Course

### ATPAE – Year 12 units, 2026:

**Unit 3** - Reason and society. This unit enables students to examine the mapping of arguments; the philosophy of science, humanism; individualism and social identity; the ideals of a good society; and the ideals of politics and government.

**Unit 4** - Reason and meaning. This unit enables students to examine complex arguments; higher-order systems of philosophical inquiry; ways of understanding the relationship between religion and science; and ethical issues of life and death.

### Assessment:

The four types of assessment in the table below are consistent with the teaching and learning strategies considered to be the most supportive of student achievement of the outcomes in the Philosophy and Ethics course.

Type of assessment	ATAR Weighting
<p><b>Critical reasoning</b></p> <p>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.</p> <p>At least two critical reasoning tasks must be administered under test conditions.</p>	20%
<p><b>Philosophical analysis and evaluation</b></p> <p>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.</p> <p>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></p> <p>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 counter-examples, 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.</p> <p>At least two construction of argument tasks must be administered under test conditions.</p>	20%
<p><b>Examination</b></p> <p>Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.</p>	40%

# PHYSICAL EDUCATION STUDIES (ATAR or General)

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The **ATAR and General Physical Education Studies** courses provide students with opportunities to develop skills, knowledge and understanding that will enable them to pursue their personal interests and potential in physical activity as athletes, coaches, officials and/or administrators. Physical Education Studies caters for the learning needs of all students, from those seeking a career in physical education to others pursuing an interest in the discipline. 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 studied the ATAR Physical Education Studies course units 1 and 2 in Year 11, may select the **ATAR Physical Education** course units 3 and 4 in Year 12.

As there is no examination requirement for General units, The **General Physical Education Studies** 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.

## Physical Education Studies – ATAR Course

### ATPES – Year 12 units, 2026

**Unit 3:** The focus of this unit is to provide opportunities for students to build upon their acquired physical skills and biomechanical, physiological, and psychological understandings to improve the performance of themselves and others in physical activity.

**Unit 4:** The focus of this unit is to extend the understanding by students of complex biomechanical, psychological, and physiological concepts to evaluate their own and others' performance.

OR

## Physical Education Studies – General Course

### GTPES – Year 12 units, 2026

**Unit 3:** The focus of this unit is 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:** The focus of this unit is for students to assess their own and others' movement competency and identify areas for improvement. They will build on their knowledge of training principles, nutrition, and goal setting concepts to enhance their own and others' performance in physical activity.

## Assessment

Assessment varies between courses. The following tables summarise the assessment types and weighting prescribed by School Curriculum and Standards Authority.

### Assessment table ATAR course written component – Year 12

Type of assessment	Weighting	Weighting for combined mark
<b>Investigation</b> Students plan and conduct research and communicate their findings. Evidence can include journals, training diaries, essays, laboratory reports, oral presentations and/or the use of video.	15%	70%
<b>Response</b> Students analyse and respond to questions, stimuli, or prompts. Evidence can include topic tests, summaries, essays and/or oral presentations.	30%	
<b>Written examination</b> Typically conducted at the end of each semester and/or unit and reflecting the written examination design brief for this syllabus.	55%	

### Assessment table ATAR Course practical component – Year 12

Type of assessment	Weighting	Weighting for combined mark
<b>Practical (performance)</b> Typically conducted at the end of Sport 1 and reflecting the school-based practical (performance) external assessment design brief for this syllabus. Students demonstrate their ability to adapt and adjust skills and tactics in the first sport studied at school while performing within a competitive situation.	20-40%	30%
<b>Practical (performance) examination</b> Typically conducted at the end of Sport 2 and reflecting the school-based practical (performance) external assessment design brief for this syllabus. Students demonstrate their ability to adapt and adjust skills and tactics in the second sport studied at school while performing within a competitive situation.	60-80%	

### Assessment table General Course

Type of assessment	Weighting
<b>Practical (performance)</b> Students demonstrate their ability to adapt and adjust skills and tactics in the sport(s) studied at school while performing within a competitive situation. The assessment must be completed by the teacher and conducted within the school environment within the nominal hours for the course. Evidence can include direct observation, checklists, and the use of video.	50%
<b>Investigation</b> Students plan and conduct research and communicate their findings. Investigation findings can be communicated in any appropriate form, including written (journals, training diaries, essays and laboratory reports), oral and/or video.	15%
<b>Response</b> Students analyse and respond to questions, stimuli or prompts. Student responses can be written (topic tests, summaries, essays) and/or oral.	20%
<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.	15%

# PHYSICS (ATAR)

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Physics is a fundamental science that endeavours to explain all the natural phenomena that occur in the universe. Its power lies in the use of a comparatively small number of assumptions, models, laws, and theories to explain a wide range of phenomena, from the incredibly small to the incredibly large. Physics has helped to unlock the mysteries of the universe and provides the foundation of understanding upon which modern technologies and all other sciences are based. The **ATAR Physics** course uses qualitative and quantitative models and theories based on physical laws to visualise, explain, and predict physical phenomena. Models, laws, and theories are developed from, and their predictions are tested by making, observations and quantitative measurements. In this subject, students gather, analyse, and interpret primary and secondary data to investigate a range of phenomena and technologies using some of the most important models, laws and theories of physics, including the kinetic particle model, the atomic model, electromagnetic theory, and the laws of classical mechanics.

Studying physics will enable students to become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues. The subject 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.

## Physics – ATAR Course

### ATPHY - Year 12 units, 2026:

**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 evidence supporting 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.

The following learning behaviours will be assessed and reported:

- Clarity of presentation
- Attention to detail
- Problem solving skills
- Experiments and investigations
- Practice exercises completion

Type of assessment: Physics ATAR course	Weighting
<p><b>Science Inquiry Portfolio</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></p> <p>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>10%</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: 40%</p> <p>Examinations 50%</p>

# POLITICS AND LAW (ATAR)

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The **ATAR Politics and Law** course is a critical study of the processes of decision-making about society's collective future. Knowledge and understanding of the principles, structures, institutions, and processes of political and legal systems gained from the Year 11 course is further developed in this course.

Students are encouraged to follow current affairs. News stories about politics and law are frequently drawn upon to illustrate the course theory.

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. The study of Politics and Law contributes to students' intellectual, social, and ethical development. The course aims to support all students in developing a sense of identity, and a sense of political, legal, cultural, and social awareness.

This course provides a valuable background to careers in the law, politics, political advocacy, public service, international relations, foreign affairs, community development, teaching, journalism, and commerce.

## Politics and Law – ATAR Course

### ATPAL – Year 12 units, 2026

**Unit 3:** 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.

**Unit 4:** 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 units.

## 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.

The types of assessment are the same as the Year 11 Politics and Law ATAR course, enabling students to further develop and demonstrate their skills.

Type of assessment	Weighting
<p><b>Investigation</b></p> <p>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.</p> <p>Source material can be drawn from newspapers, television or radio broadcasts, journal articles, texts, speeches, court judgements or statutes and can include information, such as reportage, analysis and opinion pieces, news, current affairs and documentary transcripts and/or programs, opinion polls, election results, legal decisions, Bills/Acts and/or letters.</p> <p>Typically, the format of the final presentation is a written report.</p>	10%
<p><b>Short answer</b></p> <p>Typically, a series of closed or partially open questions that can require a definition, description, explanation, discussion and/or comparison.</p> <p>At least two short answer tasks should be completed under test conditions.</p>	15%
<p><b>Essay</b></p> <p>Typically require a response to a question, statement or proposition. The question can require description, discussion, examination, comparison, assessment, analysis and/or evaluation.</p> <p>At least two essay tasks should be completed under test conditions.</p>	15%
<p><b>Source analysis</b></p> <p>Students respond to questions based on one or more sources. Source material can be drawn from newspapers, television or radio broadcasts, journal articles, texts, speeches, court judgements or statutes and can include information, such as reportage, analysis and opinion pieces, news, current affairs and documentary transcripts, opinion polls, election results, legal decisions Bills/Acts and/or letters.</p> <p>Questions can require both short and longer written responses.</p> <p>At least two source analysis tasks should be completed under test conditions.</p>	20%
<p><b>Examination</b></p> <p>Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.</p>	40%

# VISUAL ARTS (ATAR or General)

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The **ATAR and General Visual Arts courses** encourage students to develop problem-solving skills together with creative and analytical ways of thinking. Innovation is encouraged through a process of inquiry, exploration and experimentation. Students transform and shape ideas to develop resolved artwork.

Students will engage in art making processes in traditional and new media areas, which involve exploring, selecting and manipulating materials, techniques, processes, emerging technologies and responses to life. This course allows them to engage in traditional, modern and contemporary art forms, such as sculpture, painting, drawing, graphic design, printmaking, collage, ceramics, earth art, video art, installations, textiles, performance, photography, montage, multimedia, and time-based works and environments.

Students who studied the Visual Arts ATAR course units 1 and 2 in Year 11, may select the **ATAR Visual Arts** course units 3 and 4 in Year 12.

As there is no examination requirement for General units, The **General Visual Arts** 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.

## Visual Arts – ATAR Course

### ATVAR – Year 12 units, 2026

**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 will 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.

**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.

OR

## Visual Arts – General Course

### GTVAR – Year 12 units, 2026

**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.

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 table ATAR Course written component – Year 12

Type of assessment	Weighting	Weighting for combined mark
<p><b>Analysis</b></p> <p>Response to analysis and evaluation of artwork sourced from a variety of forms, periods, times and/or cultures.</p> <p>This typically involves:</p> <ul style="list-style-type: none"> <li>identifying and describing the elements and principles of art</li> <li>interpretation of meanings</li> <li>commenting on the relationship between the art form's structure, purpose, ideas, issues, beliefs, attitudes, emotions and/or values.</li> </ul>	20%	50%
<p><b>Investigation</b></p> <p>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.</p>	30%	
<p><b>Examination</b></p> <p>Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus. This includes:</p> <ul style="list-style-type: none"> <li>visual analysis- unseen images</li> <li>interpretation and discussion of meaning and purpose</li> <li>short, medium, extended (essay) and compare and contrast response types</li> <li>interpretation and discussion of historical, social and cultural context(s)</li> </ul>	50%	

**Assessment table ATAR Course practical component – Year 12**

Type of assessment	Weighting	Weighting for combined mark
<p><b>Assessment type – Production</b></p> <p>A body of work that incorporates resolved artwork and documentation of thinking and working practices.</p> <p>This typically involves:</p> <ul style="list-style-type: none"> <li>• investigative approaches, including drawing to create artwork (inquiry)</li> <li>• using elements and principles of art (visual language)</li> <li>• using sources of information and research (visual influence)</li> <li>• transforming and developing artwork (art forms, media and techniques)</li> <li>• producing artwork (art practice)</li> <li>• displaying artwork (presentation)</li> <li>• evaluating and refining thinking and working practices (reflection).</li> </ul>	100%	50%

**Assessment table – General Course, Year 12**

Type of assessment	Weighting
<p><b>Production</b></p> <p>A body of work that incorporates resolved artwork(s) and documentation of thinking and working practices.</p> <p>This typically involves:</p> <ul style="list-style-type: none"> <li>• investigative approaches, including drawing to create artworks (inquiry)</li> <li>• using elements and principles of art (visual language)</li> <li>• using sources of information and research (visual influence)</li> <li>• transforming and developing artworks (art forms, media and techniques)</li> <li>• producing artworks (art practice)</li> <li>• displaying artworks (presentation)</li> <li>• evaluating and refining production processes (reflection).</li> </ul>	65%
<p><b>Analysis</b></p> <p>Response to, analysis and evaluation of artworks sourced from a variety of forms, periods, times and/or cultures.</p> <p>This typically involves:</p> <ul style="list-style-type: none"> <li>• interpretation of meanings</li> <li>• commenting on the relationship between the art form’s structure, purpose, ideas, issues, beliefs, attitudes, emotions and/or values.</li> </ul>	10%
<p><b>Investigation</b></p> <p>Case studies involving research and visual analysis focused on Australian and/or international visual arts practice. Visual arts practice should be examined with consideration of historical, cultural and contextual factors influencing production and interpretation.</p>	10%
<p><b>Externally set task</b></p> <p>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%

# POST SCHOOL DESTINATIONS 2025 – YEAR 12 STUDENTS, 2024

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The destination survey for the 216 Year 12 Hale School students of 2024 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 2024 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 the course and career advice.

Hale School Students Year 12 2024	216	
Attending University	No	%
Curtin	38	17.6
Edith Cowan (Incl WAAPA)	7	3.2
Murdoch	3	1.4
University of Notre Dame	21	9.7
UWA	79	36.6
<b>Universities elsewhere in Aus:</b>	<b>16</b>	<b>7.4</b>
<b>Overseas Universities:</b>	<b>4</b>	<b>1.9</b>
<b>Sub-total:</b>	<b>168</b>	<b>77.8</b>
Apprenticeship	8	3.7
Employment/Internship	5	2.3
Defence Forces	1	0.5
TAFE	5	2.3
GAP Year	21	9.7
Undecided	3	1.4
Unable to be Contacted	5	2.3
<b>Total:</b>	<b>216</b>	<b>22.2</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 Destinations by Type of Course (including double degrees)	
Actuarial Studies; Science (Actuarial Science)	1
Advanced Computer Science (Honours), Artificial Intelligence, Advanced Science (Honours), Physics, Applied Science (Architectural Science), Applied Science (Construction Management), Commerce / Science (Double Degree), Finance & Maths, Computer Science / Music (Double Degree), Computing, Software Engineering, Economics / Commerce (Double Degree), Engineering (Honours), Engineering (Honours) / Commerce (Double Degree), Engineering (Honours) / Computing (Double Degree), Engineering (Honours) / Finance (Double Degree), Engineering (Honours) / Philosophy (Honours) (Double Degree), Engineering (Honours) / Science (Double Degree), Environmental Science, Environmental Science / Commerce (Double Degree), Exercise & Sports Science, Laws / Behavioural Science (Double Degree), Mathematical Sciences, Mathematics, Multidisciplinary Science, Philosophy (Honours), Psychology / Science (Double Degree), Science, Sport and Exercise Sciences	62
Agribusiness, Agricultural Science / Business (Double Degree), Agricultural Science / Commerce (Double Degree, Agricultural Science / Science (Double Degree)	5
Arts / Commerce (Double Degree), International Relations and Economics, Commerce / Communications & Media (Double Degree), Media and Communications / Commerce (Double Degree), Music, Composition and Music Technology, Composition and Sonic Arts, Performing Arts	7
Biomedical Science, Biomedical Science / Commerce (Double Degree), Biomedical Science (Assured Pathway to Doctor of Medicine), Biomedicine (Specialised), Biomedicine (Specialised) (Assured Pathway to Doctor of Medicine), Criminology / Science (Double Degree), Engineering (Honours) / Biomedical Science (Double Degree), Medicine, Surgery, Nursing, Physiotherapy, Podiatric Medicine, Prosthetics and Orthotics (Honours), Psychology, Psychology / Commerce (Double Degree), Science (Physiotherapy) (Honours), Science / Doctor of Medicine (Double Degree)	34
Business, Commerce, Commerce (Assured Pathway to Juris Doctor), Finance, Global Sports Business Management, International Relations, International Relations (Assured Pathway to Juris Doctor), Laws (Honours), Laws (Honours) / Commerce (Double Degree), Finance, Laws / Arts (Double Degree), Laws / Commerce (Double Degree), Laws / Philosophy, Politics, Economics (Double Degree), Surveying (Honours)	52
USA College – received / awaiting offers	4
UniReady Enabling Program, University Preparation Course	2

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 courses and career planning. Follow-up meetings are encouraged.
- **The lunchtime talk program** 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 Careers Office is an outstanding resource for students and staff and is supported by the Careers webpage on the School portal.
- The Career Development Department is an outstanding resource for students and staff and is supported by the , [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

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## 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.

## 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.