PERTH MODERN SCHOOL

Exceptional schooling. Exceptional students.

CURRICULUM HANDBOOK

SENIOR YEARS

YEARS 10, 11 AND 12

2027 EDITION

Students and parents are advised to refer to the most recent handbooks or websites from:

School Curriculum and Standards Authority

Tertiary Institutions Services Centre, Western Australia

Department of Training and Workforce Development

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THE SENIOR YEARS CURRICULUM (YEARS 10–12)

The Senior Years at Perth Modern School encompasses Years 10–12 and as such, the courses we offer provide opportunities for successful outcomes for students so they may reach their post-school goals.

Perth Modern School has established a learning environment that is unique and advantageous to gifted learners. Our students can be confident they are involved in the highest quality teaching and learning environment with a cohort of like-minded peers. Students have opportunities to develop global understandings through access to innovative guest speakers, a strong and relevant Advocacy program as well as extensive international tours.

Our Advocacy program contributes to the wellbeing and well-rounded growth and support of our students through emphasis on social and emotional wellbeing. As part of the Advocacy program, the school embeds the science of wellbeing and positive education. This program gives tools and activities on how to build resilience, wellness strategies and positive relationships. All students will participate in Advocacy activities as well as presentations and information sessions from guest speakers. Advocacy adds to the curriculum through developing effective organisational skills, interpersonal relationships and an appreciation of the value of community service and 'giving back'. School spirit and connection will be advanced through participation in House activities, focus days and whole school events.

Students selecting for Year 11, 2027, will choose the same courses to study for two years. All courses at Year 11 level are indicated by the prefix code AE or GE and Year 12 courses by the code AT or GT—for example ATAR English at Year 11 level is AEENG and for Year 12 it is ATENG and General Food Science and Technology is GEFST for Year 11 and GTFST for Year 12. Students identified for successful acceleration would commence their two-year Western Australian Certificate of Education (WACE) course program in Year 10, meaning they would finish the ATAR course by completing the final external WACE examination at the end of Year 11.

Students are encouraged to explore breadth as well as depth with a requirement to balance both List A (Arts/Languages/Social Sciences) and List B (Mathematics/Science/Technology) courses, based on WACE requirements. Perth Modern School is committed in keeping its rigorous curriculum engaging and relevant to meet the needs of gifted students. Students will have access to a rich curriculum and be well prepared to achieve the results they require to be competitive in the ATAR course. Teachers support students by differentiating the curriculum and placing greater emphasis on higher order thinking and processing skills. Where appropriate, teachers will adjust the pace of curriculum delivery to ensure students can be extended by working with more complex ideas in greater depth. Students are provided with many more opportunities for enrichment through external programs, competitions and events.

2027 COURSE SELECTION PROCESS AND SUBJECT SELECTION ONLINE (SSO)

Students log in using their WA student number, providing access to all course selections for their 2027-year level. Access to the Subject Selection Online (SSO) website is via the link on the school website or in Compass under School Favourites. Students should seek information from the School Curriculum and Standards Authority (SCSA) Year 11 & 12 webpage, and input from subject teachers, counsellors and their family prior to entering selections. Once SSO has closed and school planning is underway there is no guarantee that student course selections can be changed, therefore planning and careful consideration must be taken prior to submitting selections.

For ATAR courses where the minimum recommended pre-requisite grade has not been met, the course selection title and box will appear as amber in colour in SSO. Students will still be able to select the subject however the selection will need to be reviewed. Students will submit via SSO an override request, which will be assessed and a response provided. There are no pre-requisite grades for General courses in Year 11 or 12.

ACCELERATION

At Perth Modern, the curriculum in Year 7 to 10 is advanced through differentiation, compacting and telescoping. For Year 11 and 12 students, the school implements the syllabus content for both ATAR and General courses as outlined by SCSA. The curriculum is not accelerated; however, teachers do provide engaging enrichment through lesson delivery and activities. This approach provides an appropriately challenging curriculum that matches the learning needs of gifted students, fostering both academic growth and personal development.

Students may benefit from an additional modification to the curriculum, as such, they may express an interest to accelerate in one or two subjects in, or by whole year level. Prior to approval for acceleration by the school, students and their parents/caregivers need to refer to SCSA guidelines of good practice and the acceleration checklist to gauge suitability. The information is available from the SCSA website: SCSA Guidelines for the Acceleration of students. Perth Modern also has a guide regards what is possible within our school's context, this guide can be found in Compass Community School Documentation in the School Guidelines and Policy Folder.

SCSA does not allow a Year 10 student to student to enrol in an ATAR course and then repeat the course in Year 11 or 12, therefore, students who complete ATAR Units 1 and/or 2 in Year 10 cannot repeat these units in Year 11. Students who complete ATAR Units 3 and 4 in Year 11, cannot repeat these units prior to the completion of Year 12. To gain credit for the AT course, all enrolled students must sit the final external WACE examination. Students who complete ATAR Units 3 and 4 prior to Year 12 and sit the final external WACE examination cannot repeat these units until after they leave school at the completion of Year 12. WACE ATAR English learning area courses and General courses cannot be selected for acceleration in Year 10. Students require four units from an English learning area course that are post-Year 10 and include at least one pair of Year 12 units from an English learning area course.

YEAR 10 STUDENT COURSE SELECTION REQUIREMENTS

- Students will have the opportunity to begin a unique Senior Years academic pathway. The Year 10 program allows students to specialise in areas of interest at a level for which they are ready. Year 10 subjects do not count toward WACE. Endorsed Programs completed during Year 10 will be included on the WASSA (West Australia Statement of Student Achievement) and for WACE.
- Students will study, as a minimum, two semesters of English and one semester each of Mathematics, Humanities and Social Sciences, Science, and Health-Careers-Physical Education at Year 10 level.
- The Thrive program is evidence-based, offering a practical and scientific approach to wellness, which is critical to shaping a positive future for our students. Research suggests that wellbeing and learning have a reciprocal and interconnected relationship. This program is designed to give our students the tools to increase their own happiness, build more productive habits and discover their purpose so they can thrive at Perth Modern and beyond.

Please note: English can only be selected at Year 10 level—acceleration is not available because of SCSA WACE requirements.

Year 10 sample program

Year 10		28 Periods Per Week
	4 Periods Per Week Year 10 English – Yearlong	4
	4 Periods Per Week x 4 Semester 1 Units and 4 Periods Per Week x 4 Semester 2 Units	16
and	2 Periods Per Week x Phys Ed (PE), 1 Period Per Week Health Ed (HE), 1 Period Per Week Career Ed (CE) in Semester 1 or 2 4 Periods Per Week x 1 Semester-long course in Semester 1 or 2 for the semester opposite to HPE	4
or	2 Periods Per Week of Directed Study 2 Periods Per Week of a Yearlong course (limited to available subjects)	2
	1 Period Per Week Thrive program	1
	1 Period Per Week ADVO	1

ATAR COURSE SELECTION RECOMMENDED PRE-REQUISITES

2027 Year Group	List A or B	Learning Area	Subject/Courses	Recommended Minimum Pre-requisite Year 9/10 Grades
11 & 12	A	Arts	Visual Arts	C
			Drama	C
		English (select at least one)	English	Not Applicable
			Literature	A
		Humanities and Social Sciences	Ancient History	C
			Economics	C
			Geography	C
			Modern History	C
			Philosophy and Ethics	C
			Politics and Law	C
		Languages (requires SCSA online application process)	Chinese	B
			French	B
			Italian	B
			Japanese	B
		Music	Music	Music Extension and Head of Music pre-approval
	B	Humanities and Social Sciences	Accounting and Finance	C
		Health and Physical Education	Physical Education Studies	C
		Mathematics	Mathematics Specialist	B
			Mathematics Methods	C
			Mathematics Applications	C
		Science	Biology	C
			Chemistry	B
			Human Biology	C
			Physics	B
			Psychology	C
		Technologies	Computer Science	C
			Design	C
			Engineering Studies	C

GENERAL COURSE SELECTION

2027 Year Group	List A or B	Learning Area	Subject/Courses	Recommended Minimum Pre-requisite Year 9/10 Grades
11 & 12	A	Health and Physical Education	Health Studies	Not Applicable
	B	Technologies	Materials Design & Technology Wood	Not Applicable
		Technologies	Food Science and Technology	Not Applicable

YEAR 11 STUDENT COURSE SELECTION PROCESS AND REQUIREMENTS

The selection process for students entering Years 10 and 11 is designed to assist them to select appropriate courses and will consist of several stages.

1. Student Services and the Head of the Learning Areas will provide curriculum information to students and parents about course selection and specific courses.
2. In some cases, the course selection process will need to be reviewed based on Semester 2 results.

Additional note: In most cases, students will be able to study the courses selected in SSO. There will be times when courses selected can occur at the same time, and a choice is needed. If such a timetable subject clash occurs, the student will be contacted to discuss the options available. In addition, if a student chooses a course that is not viable, they will be contacted regarding a reserve course selection or an alternative.

- Six 6 courses are recommended for a successful balance of academic challenge, social and personal wellbeing, either six ATAR courses or five ATAR and one General course.
- Courses are yearlong, Unit 1 in Semester 1 and Unit 2 in Semester 2.
- Accelerated students complete Units 3 and 4 (Year 12) and sit the final external WACE course examination at the end of Year 11. Marks can be used to calculate the student's ATAR at the end of Year 12 if the accelerated course is one of the top four marks. It can be also used as a pre-requisite for university courses if applicable.
- Accelerated students cannot repeat ATAR Units 1 and 2 (Year 11) if they have completed the course as a Year 10.
- Accelerated students cannot repeat Units 3 and 4 (Year 12) if they complete the WACE course in Year 11.
- To satisfy WACE achievement students need to select from both List A and List B, with a minimum of one from each list:

  List A – Arts, Languages, Social Sciences

  List B – Mathematics, Science and Technology.
- SCSA sets the calendar and deadlines for course enrolment and withdrawal. Once these dates have passed the school cannot make course changes. These dates are advertised in the annual SCSA Activities Schedule and the school will set and advertise pre-deadlines for course changes to ensure processing is completed by the SCSA last date.
- Students must also be aware of unacceptable course combinations.

A summary of course and program information is available on the SCSA website: SCSA Student Information | Curriculum

Year 11 sample program

Year 11	28 Periods Per Week
4 Periods Per Week x 1 Year 11 English Language ATAR Course – select English or Literature – Yearlong	4
4 Periods Per Week x 5 ATAR Courses, can include English or Literature if not already selected – Yearlong	20
1 Period Per Week ADVO	1
3 Periods Per Week x Directed Study or Common Assessment Periods (CAPS)	3
Alternate Options:	
or 4 Periods Per Week x 1 Year 11 General course – replacing 1 x ATAR course	

YEAR 12 STUDENT COURSE SELECTION PROCESS AND REQUIREMENTS

It is generally assumed students will continue their Year 11 courses into Year 12. Variations to this should only be made after careful consideration, with appropriate recommendations from teaching staff and after discussion with Student Services and completion of appropriate paperwork.

- To satisfy WACE achievement students need to select a minimum of five Year 12 courses in Year 12.
- Students may study a maximum of six 6 ATAR courses.
- Year 12 level courses are yearlong with Units 3 and 4 studied concurrently.
  Note: There is no grade recorded for WACE if a student withdraws from a Semester 1 Unit 3 course; these courses are combined for Units 3 and 4 and the end of year grade is allocated to both units.
- To satisfy WACE achievement and university entry requirements students need to select courses from both List A and List B, with a minimum of one from each list:
  List A – Arts, Languages, Humanities and Social Sciences
  List B – Mathematics, Science and Technology.
- Students must also be aware of unacceptable course combinations, please refer to the WACE publications on the SCSA website.

Year 12 sample program

Year 12	28 Periods Per Week
4 Periods Per Week x 1 Year 12 English Language ATAR Course: English, Literature – Yearlong	4
4 Periods Per Week x 5 ATAR Courses, can include English or Literature if not already selected – Yearlong	20
1 Period Per Week ADVO	1
3 Periods Per Week x Private Study or Common Assessment Periods (CAPS)	3
Alternate Options:	
or 4 Periods Per Week x 1 Year 12 General course – replacing 1 x ATAR course	
or 4 Periods Per Week x Private Study Period – replacing 1 x ATAR course	

ADDITIONAL CAREER INFORMATION

Student Services can assist with university information and course selection.

Our Student Services team is available to help students with wellbeing and academic concerns.

WEBSITES

There are several websites that have information relevant to making subject/course selections.

A comprehensive list is documented in Appendix II of this handbook.

ASSESSMENTS

Students are to ensure they are conversant with the Senior Years Assessment policy available on Compass.

COMMON ASSESSMENT PERIODS (CAPS) FOR ATAR YEAR 11 AND 12 COURSES

To ensure fairness and consistency across classes at different times, the assessment will be held at the same time for all students, such as before or after school. This helps maintain a common grading scale, protects the security of the assessment, and ensures valid and fair marks for everyone. The school will advertise a CAPS schedule of dates, start and finish times, and will try to align these CAPS to periods allocated to Private or Directed Study. Not all assessments will occur as CAPS. Commonly accepted practices as described in the WACE Manual will be implemented to monitor student achievement levels in terms of the validity and reliability of assessment practices.

EXAMINATIONS

Semester examinations occur for all ATAR courses. Some ATAR courses include a practical and written examination (e.g. Drama, Physical Education Studies, Languages and Music). For Year 12 ATAR courses there are final external WACE practical and written examinations from the end of Term 3 into Term 4. The practical component can be scheduled during the Term 3 holiday period. General courses do not have examinations. Instead, there is a 50-minute External Set Task which will be scheduled by SCSA during Term 2 for Year 12 courses. Year 10 courses are examined at the end of each semester.

HOMEWORK/STUDY COMMITMENTS

Students studying Years 10–12 ATAR courses should aim to do a minimum of three hours study per unit per week, every week. Homework does not only consist of the work given by the teacher, but it also includes a self-directed component. This may be organising notes, revision, research, exam study, practical study or additional tasks or questions. Students should expect homework and study to occur over the school holidays.

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR) COURSES

ATAR Courses are offered in Year 11 and Year 12. There is a syllabus for each year. The Year 11 syllabus covers Units 1 and 2, and the Year 12 syllabus covers Units 3 and 4. Students complete Units 3 and 4 as a pair of units. Year 12 ATAR courses are externally examined by SCSA. Achievement of a C grade or higher in an ATAR course contributes to the WACE Achievement Standard, the final ATAR school mark and final external WACE examination course mark provides a score for university entry. Please refer to TSIC website for Tertiary Entry Aggregate (TEA) information.

GENERAL COURSES

General Courses are offered at Year 11 and Year 12. There is a syllabus for each year. The Year 11 syllabus covers Units 1 and 2, and the Year 12 syllabus covers Units 3 and 4. Students complete Units 3 and 4 as a pair of units. Whilst designed for students who are typically aiming to enter vocational training or the workforce directly from school, a small number are available at Perth Modern School to provide an opportunity to study a course without an examination, and some can provide an alternative pathway entry to some university courses. There is a recommended selection maximum of one General Course in Year 11 and one in Year 12. Year 12 General courses require students to complete an Externally Set Task (EST) in Term 2 set by SCSA and assessed over 50 minutes. Achievement of a C grade or higher in a General course contributes to the WACE Achievement Standard.

ENDORSED PROGRAMS

Endorsed Programs offer learning through activities not covered by WACE courses. Each endorsed program consists of a series of lessons, classes and/or activities designed to lead to the achievement of a common goal or set of learning outcomes. Endorsed programs can be delivered as part of the school curriculum or as extra-curricular activities from out of school programs. Up to four units from Endorsed Programs can be used for WACE course requirements.

LANGUAGE COURSE REQUIREMENTS

A student who intends to enrol in a WACE Language course can only do so if they have approval from the SCSA. For a student to gain approval to enrol, they must complete an online application for permission to enrol in a WACE Language course while they are in Year 10 and submit it to the Authority, along with the required supporting documentation, by the deadline published in the Activities Schedule. A student's enrolment status is determined by the Authority on a case-by-case basis.

Submission dates of applications for enrolment in ATAR courses must be uploaded to the SCSA website by the due dates stated by SCSA.

Date	Year 10 students submit an online application (and for Year 9 students approved for acceleration)
Closes Friday, 28 August 2026	Or earlier where the schools start the 2027 school year in Term 4, 2026

STATISTICAL ADJUSTMENT

The school marks for ATAR Year 12 pairs of units are statistically adjusted (moderated) by the Authority. These adjustments reflect the ATAR course examination performance of students in a school that has Year 12 ATAR school marks on a scale that is significantly different from the scale of the ATAR course examination marks of those students. This ensures fairness to all students. A scaled score for an ATAR course can only be calculated if a student sits the ATAR course examination for that course. TISC applies the Average Marks Scaling (AMS) to the combined scores provided by SCSA and calculates 'scaled scores'.

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

The WACE is awarded by the SCSA when students successfully meet the WACE requirements.

All the courses that contribute to WACE are governed by the syllabus and assessment structures of SCSA.

The Authority will issue the:

- Western Australian Statement of Student Achievement (WASSA) to all Year 12 students at the completion of their secondary schooling and lists all completed courses and programs.
- WACE to all students who successfully meet the WACE requirements.

The Authority have strict guidelines and requirements regarding enrolment and changes to courses. Please refer to the SCSA website for current timeline and activities schedule.

WACE REQUIREMENTS FOR YEAR 11 AND 12 STUDENTS

In the context of ATAR courses in the WACE, the term 'complete' requires that a student sits the final external WACE examination or has an approved Sickness/Misadventure Application for not sitting the examination in that course. Students who do not sit the ATAR course examination will not have a course mark or grade recorded on their WASSA, nor will they receive an ATAR course report.

Note: For ATAR courses with practical or portfolio components, students must complete both the written and practical examinations.

Literacy and Numeracy Standard

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

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

For the WACE numeracy standard, students must demonstrate the minimum standard of numeracy by successfully completing the numeracy component of the OLNA, or by pre-qualifying through the numeracy test of Year 9 NAPLAN.

Students who do not demonstrate the literacy and numeracy standard by the time they exit senior secondary schooling can apply to the Authority to re-sit the OLNA at any age. Students who have not pre-qualified through NAPLAN, and who choose not to sit the OLNA, do not qualify for the WACE.

Breadth and Depth Requirement

Students must:

- complete a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. To meet this requirement, students must complete at least:
  - a minimum of ten Year 12 units, or the equivalent
  - four units from an English learning area course, post-Year 10, including at least one pair of Year 12 units from an English learning area course
  - one pair of Year 12 units from each of List A and List B.

Achievement Standard

Students must achieve at least 14 C grades or higher (or the equivalent, see below) in Years 11 and 12 units, including at least six C grades (or equivalents) in Year 12 units, to meet the WACE requirements.

Students completing the WACE, must complete:

- at least four Year 12 ATAR courses or
- at least five Year 12 courses or
- a Certificate II (or higher) VET qualification in combination with ATAR or General.

WACE Examinations

Each ATAR course has a final external WACE examination. Students who are enrolled in Year 12 ATAR courses (Units 3 and 4) must sit the final external WACE examination in that course.

Western Australian Statement of Student Achievement (WASSA)

Year 12 students receive this statement at the completion of their secondary schooling.

The WASSA provides a formal record of what students leaving in Year 12 have achieved, as a result of their school education in Western Australia.

For further detailed information, please refer to WASSA-and-WACE-2025-What-you-need-to-know.PDF (scsa.wa.edu.au).

University Admission

To be considered for university admission as a school leaver applicant, normally a student must:

- meet the requirements for the WACE prescribed by SCSA, and
- achieve competence in English as prescribed by the individual universities, and
- obtain a sufficiently high ATAR/Selection Rank for entry to a particular course, and
- satisfy any prerequisites or special requirements for entry to particular courses.

University Competence in English

For university admission purposes, usually students demonstrate competence in English by achieving the prescribed standard in one of the Year 12 courses: English ATAR or Literature ATAR.

The University of Western Australia, Curtin University and Edith Cowan University all require a scaled mark of at least 50. Notre Dame and Murdoch's University requirements are best viewed on their website.

Australian Tertiary Admissions Rank (ATAR)

The ATAR 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 the 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 a 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.

TISC

For any information regarding calculations of the Tertiary Entrance Aggregate (TEA), unacceptable course combinations and University Admission requirements, please go directly to the TISC website: TISCOnline.

ARTS LEARNING AREA COURSES

YEAR 10 DANCE

Unit 1 will be studied in Semester 1 and Unit 2 will be studied in Semester 2.

These subjects can be studied for one semester, in either Semester 1 or 2, or as a yearlong subject by selecting Semester 1 (S1) and Semester 2 (S2) in SSO.

Alternatively, Dance can be studied as a 2 period per week, yearlong course.

Unit 1: Contemporary Dance – (Dance Showcase Performance)

In this unit, students will extend their technical and performance skills through an in-depth exploration of Contemporary Dance. They will also be introduced to other diverse dance styles and cultural contexts, examining the role of dance in society. Learning will be enriched through collaboration with specialist guest choreographers, teaching artists and excursions.

Students will engage in both individual and group dance practices to develop their ability to communicate meaning through dance. They will continue to build their movement vocabulary and expand their use of the elements of dance and choreographic processes. In addition, students will explore technologies and design concepts—such as costuming, stage make-up, lighting, and set design—that enhance the overall impact of dance performance.

Reflection and critical thinking are key components of the course. Students will view, analyse, and respond to their own work and that of others through journal writing and class discussions.

As a performing arts subject, Dance culminates in live performances. Students will have the opportunity to showcase their work to an audience at the end of each semester through events such as the Dance Showcase and the Youth on Health Festival.

Unit 2: Contemporary Dance – Choreographic Voice (Choreographic Night)

In this unit, students will extend their technical and performance skills through an in-depth exploration of Contemporary Dance. They will also be introduced to other diverse dance styles and cultural contexts, examining the role of dance in society. Learning will be enriched through collaboration with specialist guest choreographers, teaching artists and excursions.

Students will engage in both individual and group dance practices to develop their ability to communicate meaning through dance. They will continue to build their movement vocabulary and expand their use of the elements of dance and choreographic processes. In addition, students will explore technologies and design concepts—such as costuming, stage make-up, lighting, and set design—that enhance the overall impact of dance performance.

Reflection and critical thinking are key components of the course. Students will view, analyse, and respond to their own work and that of others through journal writing and class discussions.

As a performing arts subject, Dance culminates in live performances. Students will have the opportunity to showcase their work to an audience at the end of each semester through events such as the Choreographic Night, and the Youth on Health Festival.

YEAR 10 DESIGN

Unit 1 will be studied in Semester 1 and Unit 2 will be studied in Semester 2.

These subjects can be studied for one semester, in either Semester 1 or 2, or as a yearlong subject by selecting Semester 1 (S1) and Semester 2 (S2) in SSO.

Unit 1: Design Fundamentals

Creativity helps students think outside the box, adapt to new challenges, and express ideas in original ways. Design thinking adds a step-by-step method for exploring problems, testing ideas, and improving solutions. When combined, these mindsets prepare students to tackle real-world challenges with confidence and curiosity.

In Year 10, students explore how photography, branding, and digital design are strategically used to communicate and influence. Using industry-standard tools, students produce outcomes such as magazine layouts, infographics, brand identities, and social media campaigns—guided by client-style briefs and iterative design processes. The course cultivates technical expertise alongside creative exploration, preparing students with adaptable skills for complex future environments.

Unit 2: Advanced Design

Building on the foundations of creativity and design thinking from Unit 1, this advanced course encourages students to work autonomously, deepening their sense of ownership and creative independence. By responding to more complex design briefs, students further enhance their critical thinking, problem-solving, and visual storytelling capabilities.

Projects include product photography and advertisement design, on-location portraiture using off-camera lighting, and a social media tourism campaign promoting Rottnest Island. The Rottnest Island project leverages strategic social media marketing and influencer-style storytelling, culminating in a full-day excursion to the island. Students engage deeply in iterative design processes—researching, prototyping, refining, and reflecting on their solutions. This structured creative practice strengthens essential skills for academic achievement in tertiary education and success in future professional environments.

YEAR 11 ATAR DESIGN (AEDES)

Units 1 and 2

Creative thinking encourages innovation, adaptability, and the generation of original ideas. Design thinking complements this by offering a structured, iterative framework—centred on empathy, ideation, and testing—that enables students to solve complex problems with clarity and purpose. Together, they cultivate future-focused skills for success in an evolving world.

In Year 11, students engage with the full creative cycle of design thinking through the Double Diamond model (Design Council, 2005): Discover, Define, Develop, and Deliver. They are challenged to explore real-world problems—such as social, environmental, or consumer-based issues—and design innovative, user-centred solutions. Projects move beyond aesthetics, requiring critical research, ideation, testing, and reflection. Students learn to make informed design decisions by synthesising stakeholder needs, audience insight, and contextual analysis, resulting in purposeful and refined visual outcomes.

A highlight of the course is the five-day Southwest Design Camp, where students apply their skills to promote the region through a live design brief. They also present final outcomes in the annual Design Exhibition, gaining experience in professional communication and creative presentation. This rigorous and rewarding course empowers students with adaptable capabilities essential for tertiary study and a future in creative, strategic, or innovation-driven fields.

YEAR 12 ATAR DESIGN (ATDES)

Units 3 and 4

Through creative exploration, students develop flexible thinking, originality, and a willingness to take risks. When paired with design thinking—a process that guides them through research, ideation, prototyping, and feedback—they build powerful skills that are relevant across academic disciplines and future careers.

In Year 12 ATAR Design, students consolidate their understanding of the Double Diamond model (Design Council, 2005), using it as a framework to tackle open-ended problems with a clear purpose and real-world relevance. In Unit 3, students explore responsible design, addressing social, environmental, legal, and ethical considerations. In Unit 4, they develop influential design solutions—visual communication that informs, persuades, or shifts public attitudes. Across both units, students apply iterative processes to discover and define authentic design problems, develop multiple concept directions, and deliver high-quality outcomes based on stakeholder feedback and user research.

A major feature of the course is the submission of a professional portfolio as part of the SCSA practical examination. Students produce at least two final design outcomes supported by in-depth documentation of their creative and critical thinking, experimentation, and refinement. Alongside this, they sit a written examination assessing their understanding of design history, frameworks, and communication strategies. Through this synthesis of theory and practice, students gain the mindset, skills, and discipline necessary for success in tertiary study and across a wide range of innovation-driven careers.

Years 11 and 12 | Design

YEAR 10 DRAMA

Unit 1 will be studied in Semester 1 and Unit 2 will be studied in Semester 2.

These subjects can be studied for one semester, in either Semester 1 or 2, or as a yearlong subject by selecting Semester 1 (S1) and Semester 2 (S2) in SSO.

Unit 1: Staging a Production

This course immerses students in the theatre production process inspired by viewing a range of live theatre performances and participating in practical workshops. Through collaboration, students will plan, rehearse, and present a whole-class performance for a public audience. Emphasis is placed on characterisation, with exercises designed to help students create authentic characters by focusing on emotional depth and physical expression. Additionally, students will learn and fulfill theatre design roles, including costume, lighting, sound, and set to stage the Year 10 production. This course encourages teamwork, creativity, and practical theatre skills, offering a rewarding experience for all participants.

Unit 2: Producing Stories That Matter

This course introduces students to presentational performance styles with a strong emphasis on creating original work. The practical focus is on the form of Elizabethan Theatre, exploring the world of Shakespeare and his plays. Collaboratively, students will devise a live performance inspired by a global issue they are passionate about, using theatrical techniques to engage and provoke audiences. Alongside performing, students will take on key theatre design roles—costume, set, sound, and/or lighting—contributing to the creative vision and execution of the production. The course also includes a reimagining of a Shakespearean play in a modern context, culminating in the creation of a short film with students writing, performing, directing, and editing their own work. Through hands-on workshops, students will build confidence, refine performance skills, and explore storytelling using theatre and digital technologies. This course offers a space to experiment, inspire, and reframe meaningful narratives for contemporary audiences.

YEAR 11 ATAR DRAMA (AEDRA)

Unit 1: Realism and Representational Drama

The focus for this unit is realism and representational drama. Students explore techniques of characterisation through different approaches to group-based text interpretation, particularly those based on the work of Stanislavski and others. Students research and collaboratively workshop both scripted and devised drama, creating performances that represent and reflect the world around us. There is also a focus on practically applying design roles in performance. To enhance student learning, opportunities are presented to attend live theatre performances at venues and festivals around the Perth metro area.

Unit 2: Non-Realism and Presentational Drama

The focus for this unit is non-realism and presentational drama. Students explore stylistic techniques from a range of presentational practitioners, with a particular focus on Bertolt Brecht and his Epic Theatre. Students then put these performance techniques and conventions into practice as they work to create a presentational, non-realist drama that challenges and questions perspectives. A highlight of this unit is the whole class production, which is a showcase of their learning throughout the year and provides an opportunity to explore a range of design roles and acting techniques

YEAR 12 ATAR DRAMA (ATDRA)

Unit 3: Realisation of Drama Through the Application of Selected Approaches

This course focuses on drama in practice as students integrate their knowledge and skills, engaging in both Australian and World drama practices. Students will investigate the approach of a selected drama practitioner and apply this in rehearsal, performance, and response tasks. Students will undertake actor, director and selected creative team roles; including costume designer, lighting designer, set designer and/or sound designer. Practitioners include Anne Bogart and Tina Landau; Uta Hagen; Robert Cohen; David Mamet; Maria Knebel and Sharon Marie Carnicke; and Rudolf Laban. Students will showcase their understanding of the selected practitioner by working together to create a public performance.

Unit 4: Approaches to and Interpretation of Drama Through the Application of Selected Approaches

During this course students will work independently and collaboratively, learning self-management, showing initiative, and demonstrating leadership and interpersonal skills. Students will engage in both Australian and World drama practices.

Students will investigate the approach of a selected drama practitioner and apply this in rehearsal, performance and response tasks. Students will undertake actor, director and creative team roles, including costume designer, lighting designer, set designer and/or sound designer. Practitioners include Antonin Artaud; Frantic Assembly; Steven Berkoff; Jacques Lecoq; Jerzy Grotowski; and Complicité. This course will culminate in students showcasing their knowledge, skills, and personal style to an audience during the Year 12 Drama Performance Evening.

Years 11 and 12 | Drama

YEAR 10 VISUAL ARTS

Unit 1 will be studied in Semester 1 and Unit 2 will be studied in Semester 2.

These subjects can be studied for one semester, in either Semester 1 or 2, or as a yearlong subject by selecting Semester 1 (S1) and Semester 2 (S2) in SSO.

Alternatively, Visual Art can be studied as a 2 period per week, yearlong course.

Unit 1: Experiences – Portraits and Portrayals

In this unit, the disciplines of drawing and painting are explored. Students will study the art of portraiture through drawing, learning how to observe closely and create realistic representations of the human face and form. They also begin to express their own ideas and identity through their artwork, discovering how artists throughout history use portraiture to tell powerful stories about who we are and the world we live in. A special highlight of the unit is an incursion with a renowned portrait artist, who will share their creative process and offer inspiration for students' own work.

Building on the rich tradition of landscape painting, in this part of the course, students dive into colour theory, learning how different colours work together and how they can be used to create mood and meaning in artworks. They'll apply this knowledge by mixing and blending paint to develop their skills and understanding of how to control colour, creating artworks that explore the theme of a sense of place and reflect a personal connection to a location, memory, or environment. Through this creative process, they'll discover how colour can be used not just to show what a place looks like, but to express how it feels.

Unit 2: Inspirations – Preserve and Protest

In this unit, students continue to develop their artistic skills while beginning to express a stronger sense of individual voice and creativity. They will explore how art can be influenced by other artists, cultures, and social issues, while learning to apply these influences in their own work in meaningful and personal ways. Throughout this unit, students will work primarily in sculpture and printmaking. They will explore the themes of preservation and protest, considering how art can be used to raise awareness and inspire change. Students will be asked to reflect on something they feel is important to preserve; this could be a memory, a cultural tradition, a natural environment, or a personal belief and they will express this idea by designing and creating a three-dimensional artwork.

An important part of this unit involves looking at art in the real world. As part of their learning, students will take part in an excursion to view public mural artworks in the city. This experience will help them understand the important role art plays in public spaces, not just for decoration or enjoyment, but also to provoke thought, start conversations, and address social and environmental issues. As they progress through the unit, students will be encouraged to think critically and creatively about the artworks they create and the ones they observe. They will deepen their understanding of different artistic styles and cultural contexts, and they will strengthen their visual literacy and ability to interpret and discuss art with confidence.

YEAR 11 ATAR VISUAL ARTS (AEVAR)

Units 1 and 2

A student-centred approach of exploration and development, valuing divergence, uniqueness and individuality. Students express themselves using their imagination, develop personal imagery and engage in the making and professional presentation of a resolved artwork of their choice. This course allows students to engage in traditional, modern and contemporary art forms of their personal choice, such as sculpture, painting, drawing, printmaking, ceramics, video art, installations, textiles, performance, photography, multimedia and time-based works.

The course engages students in a process that helps them develop skills in: visual literacy, communication, critical and creative problem-solving, analytical thinking, all of which are essential for future work and life in any career path. Students gain understanding of art, in Australian, Indigenous and International contexts, from a range of historical and cultural viewpoints.

YEAR 12 ATAR VISUAL ARTS (ATVAR)

Units 3 and 4

The course aims to contribute to a sense of enjoyment, engagement and fulfilment in their personal self-expression and critical and creative mindset to the world around them. Students have full creative control and direction in the course as young practicing artists, creating and analysing artworks that hold personal meaning and powerful commentary. Students will have the opportunity to visit galleries and participate in master class workshops. Artworks will be professionally displayed and entered in community art competitions and regularly displayed in formal and informal settings around the school.

Through these art experiences, students will come to an understanding of broader questions about the values and attitudes held by individuals and societies and gain an awareness of the role that art plays in reflecting, challenging and shaping societal values.

Years 11 and 12 | Visual Arts

Music: Year 10

YEAR 10 MUSIC

Units 1 and 2

Music (Extension) is a yearlong course and the ATAR pathway. Students need to select Unit 1 in Semester 1 and Unit 2 in Semester 2 for 4 periods per week.

Music (Class) can be studied as Unit 1 in Semester 1 or Semester 2 for 4 periods per week, or as a yearlong course for 2 periods per week.

Prerequisite: Students must have completed Year 9 Music, Year 9 Music Extension, or apply for HOLA approval to enrol in Year 10 Music.

There are two pathways available for Year 10 Music:

1. Students who are interested in studying ATAR Music in Year 11 and 12, should enrol in Music (Extension).
2. Students who aim to enrol in PIMS in Year 11 and 12, should enrol in Music (Class).

It is a requirement that students who receive a vocal or instrumental lesson through the IMSS programme:

- Enrol in Year 10 Music. Minimum requirement: Semester 1 or 2 Music (Class) or Yearlong Music (Extension).
- Participate in the large ensemble for their instrument for the full year.
- Participate in Chorale for the full year (see policy).

Students who learn voice or an instrument privately are also eligible to enrol in Year 10 Music and participate in the ensembles for the full year. Ensemble participation is conditional upon enrolment in Semester 1 Music or Extension Music.

The Music curriculum offers many opportunities for student extension, through aural, theory, composition, and performance opportunities. The implementation of Kodály philosophy throughout the curriculum allows students to learn through involvement in quality music-making experiences.

Year 10 Music courses will engage students in:

- Musicianship experiences
- Literature and Musical Analysis
- Performance Practice
- Instrumental/Vocal tuition
- Large and small ensemble rehearsals and performances.

Extension Music (ATAR Pathway)

Unit 1

For students who are passionate learners and seek to develop their music skills to the highest level or who already display advanced skills. Students that were accepted and enrolled into the Year 9 extension course should enrol into this elective.

Students will experience, reflect on and analyse significant musical works. They study how music elements and characteristics have been used across various times, places, and cultures in music literature and analysis. They will extend their musicianship skills and apply these with increasing complexity through practical activities, compositions and performances.

Extension Music (ATAR Pathway)

Unit 2

Students will experience, reflect on and analyse significant musical works. Students will develop their aural, theory, composition and performance skills in preparation for the Music ATAR course.

Music – (PIMS pathway)

Can be studied for one semester or as a yearlong course.

Unit 1

Entry to the PIMS Course is contingent on the student maintaining a satisfactory attendance record for instrumental/vocal lessons (as per the Music Department Policy); a satisfactory attendance record for ensemble rehearsals and performances (as per the Music Department Policy); and a satisfactory level of achievement in Class Music. HOLA approval is required to enrol in this unit.

Students will experience a range of practical opportunities, including solo and small ensemble experiences. They will extend their musicianship skills and apply these with increasing complexity through practical in-class activities, compositions and performances.

Unit 2

Students have the opportunity to perform chosen musical genres as a soloist and/or within small group ensembles, exploring the practical, historical and theory elements of the work. They continue to develop their aural and theory skills, composition and performance through practical music-making, and have the opportunity to master basic conducting techniques.

Students enrolled in any Year 10 music course are expected to be members of the co-curricular ensemble, Senior Chorale. In addition, students are expected to be members of the applicable ensemble for their instrument or voice, as directed by the Music Department. Refer to the Music Policies and Guidelines for further information.

Unit 1 Music – Yearlong (2 periods per week)

Students have the opportunity to perform chosen musical genres as a soloist and/or within small group ensembles, exploring the practical, historical and theory elements of the work. They continue to develop their aural and theory skills, composition, music technology and performance through practical music-making. This unit provides students the opportunity to select the PIMS music course for Years 11 and 12.

Music: Years 11 and 12

YEAR 11 ATAR MUSIC (AEMUS)

Units 1 and 2

Across the two units, students extend and apply their skills, knowledge and understanding of music to create, communicate and evaluate music ideas with increasing depth and complexity. They continue to develop and consolidate aural and music literacy skills, learning how the elements of music can be applied, combined and manipulated when listening, performing, composing and analysing music.

Students explore how social, cultural and historical factors shape music, developing an understanding of music conventions and practices in Concertos and selected genres. They apply critical listening and thinking skills and develop aesthetic understanding through comparing and analysing musical works.

Students are encouraged to reach their creative and expressive potential, developing skills and stylistic awareness to confidently engage in music-making as performers and/or composers and audience members, both individually and collaboratively.

Students can choose to perform on an instrument or voice and/or submit a composition portfolio to fulfil the requirements of the practical component. Most of the student learning relating to the practical/composition component occurs in instrumental/vocal/composition lessons, practice and associated activities.

Please note: For this examinable subject, students will perform a recital program for which an accompanist may be required (dependent on the solo instrument).

YEAR 12 ATAR MUSIC (ATMUS)

Units 3 and 4

Students continue to extend their understanding and appreciation of a range of music and further develop their music skills and knowledge needed to respond to how social, cultural and historical factors shape the role of music. They integrate the activities of performing, composing, arranging and responding to music genres, and use musical language to communicate their knowledge and understanding of music studied. Students continue to consider how music is structured and how the elements of music are used to influence the specific types of music being studied. They make more extensive connections between music and its context, different areas of musical knowledge, and different aspects of musical activities while applying, with increasing sophistication, their skills in Theory and Aural in their music-making activities.

Students can choose to perform on an instrument or voice and/or submit a composition portfolio to fulfil the requirements of the practical component. The majority of student learning relating to the practical/composition component occurs in instrumental/vocal/composition lessons, practice and associated activities.

The Music curriculum offers many opportunities for student extension, particularly through theoretical understanding, composition, and performance opportunities. The implementation of Kodály methodology throughout the curriculum allows students to learn through involvement in quality music-making experiences.

Please note: For this examinable subject, students will perform a recital program for which an accompanist is required.

Years 11 and 12 | Music

ENGLISH LEARNING AREA COURSES

YEAR 10 ENGLISH

Required for Semester 1 and 2

Unit 1: Meaning

Students will have the opportunity to read, watch, and create a variety of texts. Students explore how meaning is communicated through the relationships between language, genre, purpose, context, and audience. This semester's content will blend the requirements of both English and Literature for students to be able to make an informed choice for Year 11.

Unit 2: Literary Conventions and Contemporary Trends

Students will study and create a variety of imaginative, interpretive, and persuasive texts. Students develop an understanding of stylistic features and apply skills of analysis and creativity. Students will engage with a wide variety of visual and written texts, responding to them through personal reflection and critical analysis. Through their studied texts, students develop knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and the reader's response. Through the creation of analytical responses, students frame consistent arguments that are substantiated by relevant evidence.

Please note: The recommended pre-requisite grade for selection of Year 11 ATAR Literature is an A grade to ensure success. Students may select to study both English and Literature in Year 11 and Year 12.

YEAR 11 ATAR ENGLISH (AEENG)

Unit 1: Meaning

Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. Students study and create a variety of imaginative, interpretive and persuasive texts. Students develop an understanding of stylistic features and apply skills of analysis and creativity. A broad range of texts will be analysed.

Unit 2: Language and Structure

Students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. By responding to and creating texts in different modes and media, students consider the interplay of imaginative, interpretive, persuasive and analytical elements in a range of texts and present their own analyses.

YEAR 12 ATAR ENGLISH (ATENG)

Unit 3: Themes, Issues, Ideas and Concepts

Students 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: Purpose and Style

Students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. Through close study of texts, students explore relationships between content and structure, voice and perspectives and the text and context through their own reading and viewing.

YEAR 11 ATAR LITERATURE (AELIT)

Unit 1: Literary Conventions and Storytelling Traditions

Students develop knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and the reader's response. A range of literary forms is considered: prose fiction, poetry and drama. Through the creation of analytical responses, students frame consistent arguments that are substantiated by relevant evidence. In the creation of imaginative texts, students explore and experiment with aspects of style and form.

Unit 2: Intertextuality

Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, readers, audiences and contexts through an analysis of the ideas, language used and forms of texts.

YEAR 12 ATAR LITERATURE (ATLIT)

Unit 3: Relationship: Language, Culture and Identity

Students explore 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.

Unit 4: Interpretation and Literary Conventions

Students will develop an 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. Analytical responses demonstrate an interpretation of texts with synthesis of a range of perspectives into critical and imaginative responses.

Years 11 and 12 | English

HEALTH AND PHYSICAL EDUCATION LEARNING AREA COURSES

YEAR 10 HEALTH EDUCATION

The context in which Year 10 Health Education takes place are Road Safety and Sexual Health and Relationships. The course aims to develop students' knowledge, attitudes and skills to enable them to make informed decisions that will lead to a healthier lifestyle. There will also be an emphasis on managing risk and assertive behaviours which will be reinforced across both topics.

In the Road Safety unit, students will develop their knowledge and skills for safer driving and road safety choices. Students will complete a comprehensive pre-driver program which will provide them with the opportunity to sit their Learner's Permit Test at school. Those who pass are granted exemptions for the Learner's Permit application process under the authorisation of the WA Department of Transport.

The Sexual Health unit is designed to support students to make positive choices about their relationships and sexual health. There will be a strong focus on providing students with the skills and knowledge to evaluate the impact of their decisions on themselves and others so they can make informed health decisions.

YEAR 10 PHYSICAL EDUCATION

Integral to Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities and movement concepts and acquire an understanding of the science behind how the body moves. In doing so, they develop an appreciation of the significance of physical activity. Movement is a powerful medium for learning, through which students can acquire, practice and refine personal, behavioural, social and cognitive skills. The sporting contexts used will be: volleyball and netball.

YEAR 10 CAREER EDUCATION

Students will investigate a variety of career pathways and study options as well as strategies and skills for effective study and examination preparation.

YEAR 10 SPECIALISED SPORTS SCIENCE PROGRAM

Can be studied for one semester or as a yearlong course.

Provides students who are planning on studying Physical Education Studies in Senior Years the 'edge' regarding essential sport science knowledge as well as improving their practical skills required for the WACE exams. While in the program, students will have the opportunity to work in a range of sporting contexts to develop their physical literacy. Specifically, this includes the development of the following aspects of performance: cardio-respiratory endurance, speed (including skill and power aspects), power, strength, agility, flexibility, core stability and physical literacy across several sporting contexts. Students will develop their understanding of anatomy, physiology, and biomechanics.

YEAR 10 SPORTS CHALLENGE

Can be studied for one semester or as a yearlong course.

Designed for students who love the cut and thrust of competition. Teams will organise and compete in several team and individual competitions at community sporting venues (e.g. Revolution, Loftus, Lords, Rosemount Bowl, Wembley Golf Complex, Pot Black) and school facilities culminating in a final's series. Sports will be chosen from European handball, indoor soccer, volleyball, squash, golf, floorball, ten pin bowling, ice skating, indoor cricket, basketball, lawn bowls and more.

YEAR 10 OUTDOOR EDUCATION

Units 1 and 2

Can be studied for one semester or as a yearlong course.

Outdoor Education provides opportunities for individuals to learn about themselves, others, the environment, and their relationship with the environment, through practical experiences in the outdoors. Self-awareness, interpersonal and key life skills including teamwork, leadership, communication, and self-confidence, are developed through various activities.

The following opportunities will be given to students: Recreational Skippers Ticket and Senior First Aid Certificate which are Endorsed Programs and give points toward WACE Achievement. Other activities may include bushwalking, high ropes courses, sailing, orienteering, surfing, camp cooking, paddling, expedition planning, cyclocross, fishing and snorkelling.

There will be a camp and/or day trips in each semester. In addition, activities undertaken in this course can give credit towards the Bronze Duke of Edinburgh's Award, which is a world recognised program, an Endorsed Program and a valued award.

Please note: The course will be different in Semester 1 and Semester 2, allowing students to take the course for the year. A water competency test is required for activities in or around water. Many of the water-based activities are in a life jacket or with a floatation device.

Students should see staff in the PE office with any queries.

YEAR 11 ATAR PHYSICAL EDUCATION STUDIES (AEPES)

Physical Education Studies focuses on the complex interrelationships between motor learning and coaching, psychological, biomechanical, anatomical and physiological factors that influence individual and team performance. It is the study of Sport Science where students analyse the performance of themselves and others, apply theoretical principles and plan programs to enhance performance.

The ATAR course content is divided into theory and practical components:

- the theory component weight is 70%
- the practical (performance) component weight is 30%.

This course includes a practical as well as a theory exam. Students will participate in netball for the practical component of their school-based practical mark. The current Year 12 external ATAR examinable sports are AFL, badminton, basketball, cricket, hockey, netball, soccer, tennis, touch, and volleyball.

YEAR 12 ATAR PHYSICAL EDUCATION STUDIES (ATPES)

Physical Education Studies enables students to understand and analyse the human body, its movements and functions. The study enables the integration of theoretical knowledge with practical application through the study of complex biomechanical, physiological and psychological concepts. There are opportunities for students to apply theoretical concepts and reflect critically on factors that affect all levels of performance. The theory component of the course focuses on five key areas of sports science: functional anatomy, biomechanics, motor learning and coaching, sports psychology and exercise physiology.

The course content is divided into theory and practical components:

- the theory component weight is 70%
- the practical (performance) component weight is 30%.

This course includes a practical as well as a theory exam. Students will participate in netball for the practical component of their school-based practical mark. The current Year 12 external ATAR examinable sports are AFL, badminton, basketball, cricket, hockey, netball, soccer, tennis, touch, and volleyball.

Years 11 and 12 | Health and Physical Education

YEAR 11 GENERAL HEALTH STUDIES (GEHEA)

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

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

Using an inquiry process, students draw on their knowledge and understandings of health concepts and investigate health issues of interest. Through this process, they develop research skills that can be applied to a range of health issues or concerns.

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

Unit 1

This unit focuses on personal health and wellbeing and what it means to be healthy. Students explore factors which influence their health, and design action plans to improve health and achieve set goals. Key consumer health skills and concepts, and the relationship between beliefs, attitudes, values and health behaviour, and the impact of social and cultural norms, are introduced. Key self-management and interpersonal skills required to build effective relationships are explored. Health inquiry skills are developed and applied to investigate and report on health issues.

Unit 2

This unit focuses on personal health and introduces the many factors which influence health. The notion of prevention is central to this unit, and students explore actions, skills and strategies to cope with health influences and improve health. In addition to health determinants, the influence of cognitive dissonance on decision making and the role of communities in shaping norms and expectations are explored. Self-management and cooperative skills are examined, and students continue to develop and apply health inquiry skills.

Years 11 and 12 | Health Studies

HUMANITIES AND SOCIAL SCIENCES LEARNING AREA COURSES

YEAR 10

Humanities and Social Sciences offer six semester-long units. Each student must study a minimum of one unit from Humanities and Social Sciences in either Semester 1 or 2.

These units are not a prerequisite for Year 11 and 12.

Note: Unit 2 content is a repeat of Unit 1 and therefore students cannot select the subjects for a yearlong course.

- Ancient History
- Economics
- Geography
- Modern History
- Philosophy and Ethics
- Politics and Law.

YEAR 11 ATAR ACCOUNTING AND FINANCE (AEACF)

Unit 1: Double Entry Accounting for Small Businesses

Students will gain a practical understanding of the double entry bookkeeping system and apply it to small businesses: sole trader, partnership and small propriety firms. They will also gather a knowledge of conventions and principles and the consequences of disregarding them. With this knowledge and understanding, students will make rational financial decisions in a variety of small businesses. The application of the principles of the Goods and Services Tax (GST) is also included.

Unit 2: Accrual Accounting

Students apply financial systems and principles to the operations of businesses and distinguish between cash and accrual methods of accounting. Students prepare and analyse financial reports for a variety of types of business organisations. Students learn of the role and function of the professional accounting and financial associations.

YEAR 12 ATAR ACCOUNTING AND FINANCE (ATACF)

Unit 3: Internal Management for Business

The focus is Management Accounting and explores the importance of short and long-term planning for business. Students will look at a variety of decision-making processes including prepare and interpret budgets and performance reports; cost accounting techniques and Cost Volume Profit methods. This financial information will be critically analysed to aid forecasting a business's future. The unit distinguishes between internal and external reporting requirements.

Unit 4: Australian Reporting Entities and How They Are Regulated by the *Corporations Act 2001*

The focus is Financial Accounting. The 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 conforming with basic principles, including profitability and stability. The unit addresses corporate social disclosure issues and ethical behaviour within.

Years 11 and 12 | Accounting and Finance

YEAR 10 ANCIENT HISTORY

Offered in Semester 1 or 2

Unit 1: Representations of the Ancient World

Students study legends from the ancient world which continues to capture the imagination of students today and provide a wealth of material for popular culture. Designed to prepare students for studying the Ancient History ATAR course and for students who are interested in the ancient world. Students will be given an introduction to key disciplines that inform us about the ancient world including archaeology, classics and history. It enables students to explore people, places and events from the past and changing representations and interpretations over time. Students use a range of physical and written evidence from the ancient sources to explore a selection of the following topics: Life in Pompeii, the Persian War, life in Classical Greece, the Trojan War, Alexander the Great and/or New Kingdom Egypt.

YEAR 11 ATAR ANCIENT HISTORY (AEHIA)

Unit 1: Rome: Decline of the Republic (133–63BCE)

This unit allows students to explore the Ancient Roman Republic at a pivotal moment in its history. The success of Rome's expansion throughout the Mediterranean creates an empire and brings enormous wealth to Rome, but this wealth is not shared by all and particularly those for whom Rome depends upon to maintain the empire. This unit covers how the institutions and people responded to this crisis from the growing self-awareness of the plebian class, attempts by Populares to alleviate poor conditions and the varied attempts by the Senate to retain their power and authority. The military reforms of Marius, and their significant impact are also a central theme of this unit, alongside the use of violence in politics.

Unit 2: Rome: Republic to Empire (63BCE–14CE)

This unit explores the last breaths of the Roman Republic through the lenses of the powerful men. Students begin by looking at formation of triumvirates of populist generals with large client armies who aligned to advance their own interests against the Senate. The period is characterised by political violence, civil wars and the assassination of Caesar, prior to the democratic institutions of Rome handing over their power to a single individual, Augustus. Key individuals under examination include Caesar, Pompey, Antony, Octavian/Augustus and Cleopatra.

YEAR 12 ATAR ANCIENT HISTORY (ATHIA)
(Not offered in 2026)

Unit 3: Athens: The Rise of Athens

Students study the development of Athens between 481–440 BCE from a member of the Hellenic League to the leader of a sea-based empire and a democracy. 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 detailed study of an individual who had a significant impact on their times develops students' understanding of the importance of human agency, as demonstrated by the possible motivations and actions of individuals.

Unit 4: The Peloponnesian War

Students study the Peloponnesian War with particular reference to Thucydides' History of the Peloponnesian War. Allowing 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. Students will examine key events including the Archidamian War, Peace of Nicias and Sicilian Expedition as well as key individuals such as Pericles, Nicias, Alcibiades and Lysander.

Years 11 and 12 | Ancient History

YEAR 10 ECONOMICS

Offered in Semester 1 or 2

Unit 1: Investigating Markets

In the Year 10 course "Investigating Markets" students will explore the principles of free markets and their efficiency in maximising benefits, while also delving into the imperfections that lead to market failures. The curriculum covers the theory of markets, the phenomena of market failures, and economic concepts such as externalities and cost-benefit analysis. Students will critically examine the theories related to markets, applying these theories to real-world challenges including environmental degradation and income inequality. Through a combination of lectures, discussions, and project work, the course aims to provide students with a deep understanding of market dynamics and equip them with the analytical tools to evaluate and propose solutions to contemporary challenges.

YEAR 11 ATAR ECONOMICS (AEECO)

Unit 1: Microeconomics

Explores the role of the market in resource allocation via the price mechanism and how it influences the wellbeing of individuals and society. The unit further develops an understanding of the price mechanism by analysing conditions where the forces of demand and supply do not allocate resources in a way that society would regard as efficient or equitable. Students also explore market-based policy measures that address concerns of equity and efficiency.

Unit 2: Macroeconomics

Explores the macroeconomic fundamentals of economic growth, inflation and unemployment with an emphasis on the Australian economy. Students discover the importance of measuring and monitoring changes in macroeconomic indicators, and how changes in the level of economic activity affect the wellbeing of individuals and society.

YEAR 12 ATAR ECONOMICS (ATECO)

Unit 3: Australia and the Global Economy

Explores the economic interdependence of Australia and the rest of the world, highlighting the open nature of Australia's economy and the extent to which it is influenced by changes in the global economy. Concepts and arguments of trade liberalisation and protection in relation to the Australian economy are studied. Students will examine Australia's trade, foreign investment, the recording of international transactions and the impact of these transactions on the Australian economy. The effects of changes in Australia's economic transactions with the rest of the world using recent (the last ten years) economic data, with the aid of economic models will also be explored.

Unit 4: Macroeconomic Theory and Economic Policy

Explores the economic objectives of the Australian Government and measures such as fiscal policy, monetary policy and microeconomic policy, implemented in the pursuit of these economic objectives. Students examine the effects of the operation of policies in Australia using economic models along with recent (the last ten years) economic data. Students also apply the language, theories and tools of economics to develop a critical perspective involving the role of these policies in the current Australian Government policy mix.

Years 11 and 12 | Economics

YEAR 10 GEOGRAPHY

Offered in Semester 1 or 2

Unit 1: Environmental Change and Management

Environmental change and management focus on investigating environmental geography through an in-depth study of environments. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews that influence how people perceive and respond to these challenges. Students will investigate environments and environmental change through two specific depth studies:

- Climate Change
- Landcover Change

via inquiry skills and fieldwork excursion to Southwestern WA where they will apply human-environment systems thinking to understand the causes and consequences of changes and use geographical concepts and methods to evaluate the sustainability of these changes.

YEAR 11 ATAR GEOGRAPHY (AEGEO)

Students do not need to have studied Year 10 Geography prior.

Unit 1: Natural and Ecological Hazards

In this unit, students explore both natural (i.e. hydrological, geomorphic and atmospheric) hazards and ecological (i.e. biological and chemical) hazards, the impacts they have on people, place and environments and the risk management of these hazards.

Students will investigate natural and ecological hazards through two specific depth studies relevant to Western Australia:

- Bushfires
- Jarrah Dieback

via inquiry skills and a fieldwork excursion to the Perth Hills to examine how bushfires and Jarrah Dieback are managed within the Western Australian Forest ecosystem.

Unit 2: Global Networks and Interconnections

This unit focuses on the process of globalisation and is based on the reality that we live in an increasingly interconnected world. It provides students with an understanding of the economic and cultural transformations taking place in the world today and the economic, environmental and social impacts of these changes (sustainability). Students are introduced to the concept of the 'shrinking world'. This is a world in which advances in transport and telecommunications technologies have not only transformed global patterns of production and consumption but also facilitated the diffusion of ideas and elements of cultures.

Students will then investigate the production and consumption of global commodities and diffusion of culture relevant to Western Australia through two specific depth studies:

- Tourism/Trade
- Cultural diffusion (student choice – e.g. fashion, sport, music)

via inquiry skills and a fieldwork excursion to Fremantle to examine tourism and trade operates and is managed in the city.

YEAR 12 ATAR GEOGRAPHY (Not offered in 2026)

Students do not need to have studied Year 10 or Year 11 Geography prior.

Unit 3: Global Environmental Change

This unit focuses on the changing biophysical cover of the Earth's surface, the creation of anthropogenic biomes and the resulting impacts on either global climate or biodiversity. Land cover transformations have changed both global climate and biodiversity through their interaction with atmospheric and ecological systems. Conversely, climate change and loss of biodiversity are producing further land cover changes. Through applying the concept of sustainability, students are given the opportunity to examine and evaluate a program designed to address the negative effect of land cover change. Aspects of physical, environmental and human geography provide students with an integrated and comprehensive understanding of the processes related to land cover change, their local, regional and/or global environmental consequences, and possible sustainable solutions.

This unit begins with an overview of land cover change drawn from different regions and countries. Two depth studies provide for a more focused and detailed way of teaching and learning. The first study focuses on the interrelationship between land cover and global climate change. The second study focuses on how the impacts of land cover change are being addressed and evaluated.

Students will develop their fieldwork and inquiry skills via a fieldwork excursion to a local ecosystem to examine how landcover change is managed.

Unit 4: Planning Sustainable Places

Challenges exist in designing urban places to render them more productive, vibrant and sustainable. How people respond to these challenges, individually and collectively, will influence the sustainability and liveability of places into the future.

Urban planning involves a range of stakeholders who contribute to decision making and the planning process. Students examine how governments, planners, communities and interest groups attempt to address these challenges to ensure that places are sustainable. The present and future needs of society are addressed by the allocation and reallocation of land uses, improving infrastructure and transport systems and enhancing amenities to meet the needs of the population.

Two depth studies provide for a more focused and detailed analysis of planning, sustainability, and liveability. The first study focuses on challenges in metropolitan Perth, specifically waste management (via fieldwork). The second study focuses on the challenges faced in the New York megacity. Students examine the concepts, processes, and roles of planning in these selected contexts. This approach enables students to also develop an understanding of the challenges in two urban places.

Fieldwork assessment excursions are included in each unit as an essential part of the course.

Years 11 and 12 | Geography

YEAR 10 MODERN HISTORY

Offered in Semester 1 or 2

Unit 1: The USA in the 20th Century

This unit explores the development of the modern American nation-state and the concept of national identity in the 20th century. Through this unit students will examine how economic growth, democratic values, and capitalism shaped American society and is challenged over time. They will explore tensions between individual freedoms and government power, the rise of subcultures and religious movements, and the use of nationalism, culture, and military force to assert ideological dominance both domestically and internationally. Students will investigate the Jazz Age, Prohibition, the influence of organised crime, the Ku Klux Klan, and the changing roles for women and African Americans over time. Students will have the opportunity to analyse the impacts of the Great Depression, America's rise as a superpower in the post-WWII period while exploring Cold War dynamics through case studies covering the Korean War, the Vietnam War and the Space Race. The unit concludes by delving into the contested nature of national identity through the social movements such as the Civil Rights Movement and the impact of significant figures such as Martin Luther King Jr. and Malcolm X. Students will evaluate this period of time as a turning point in the fight for racial and social justice through the embedding of principles of equality into the national consciousness which continue to be challenged today.

Students complete an interest based independent research project on an aspect of American history, exploring the intersections of national identity, culture, politics, conflict, and ideology. Through an examination of American power and identity, students build the critical skills to contextualise the complex economic and political challenges facing the United States and more broadly the world today.

This unit deepens historical understandings and hones analytical and critical thinking skills, laying a strong foundation for success in the ATAR course, while fostering a more informed and nuanced perspective on the contemporary global landscape.

YEAR 11 ATAR MODERN HISTORY (AEHIM)

Unit 1: French Revolution (1774–1799)

Social upheaval and revolution are very important concepts as they allow students a greater understanding of how humans react in times of discontent. Students will investigate the French Revolution, a very important time as it ushered in a new era based on ideas that challenged fundamental understandings on which society, to that point, had operated. Students examine the narrative of the revolution to develop their ability to investigate perspectives on issues and develop judgements about complex human societies. Students also investigate the key ideas of liberty, equality, fraternity and inalienable rights, giving students an appreciation for the origins of the modern world including the growth of nationalism and nation states.

Unit 2: Nazism in Germany

How does a liberal democracy become a dictatorship in a decade? How does such hatred exist to attempt genocide on a nation of people? This period of history in Europe had immediate but also longer-term impacts throughout the rest of the 20th century, to the point when even today any reference to Nazism garners an immediate and negative response. In this course, students look at the period of Nazism in Germany from the situation in Germany after World War One, to the rise of Hitler, to the Nazi policies implemented in Germany, and World War Two and the Holocaust. Students will develop their understanding of perspective and the impact of significant events in history on the future.

YEAR 12 ATAR MODERN HISTORY (ATHIM)

Unit 3: Russia and the Soviet Union 1914–1945

It is an easy argument to make that events in Russia in 1917 had a significant impact on the rest of the world in the 20th century. Not only did Russia modernise within a generation, but it also exited World War Two as a global superpower. Learning about this period of history will allow students to better understand events from a number of different perspectives. Students will examine ideas such as autocracy, Marxism and communism, as well as looking at the narrative of the period. Students will also have an opportunity to reflect on the impact of the Bolshevik Revolution on different social groups in society.

Unit 4: The Struggle for Peace in the Middle East

The Middle East is often misunderstood but a frequently discussed region of the world. Enabling students to have a better understanding of events as well as requiring them to understand those events from different, varied perspectives of cultural groups around the world. The course provides a brief background of events in the region in the first half of the 20th century before moving on to the course itself. Areas covered include the creation of the Israeli state, key conflicts such as the Suez Crisis, 6 Day War and Yom Kippur War, as well as attempts made towards peace such as those in the early 1990s and the Camp David Summit in 2000.

Years 11 and 12 | Modern History - ATAR

YEAR 10 PHILOSOPHY AND ETHICS

Offered in Semester 1 or 2

Unit 1: Introduction to Philosophy

This course serves as an introduction to Philosophy, a subject all about argument and the meaning of life. In both traditional and social media these days students are having to deal with increasing amounts of misinformation, so in Philosophy we teach students vital critical thinking and analysis skills that will help them deal with these ongoing issues in society.

Students will learn to identify and critically evaluate arguments, as well as the important skill of being able to develop one's own cogent arguments. Once students have learnt how to argue and to analyse other arguments, they will be exploring various philosophical themes and applying these skills. This could be exploration of the concept of eudaimonia (i.e. being and flourishing with tranquillity or 'happiness') where students will look at philosophers such as Aristotle, Nietzsche and Sartre who try to answer our greatest question of all: why do we exist? Many of these topics will be explored through community of inquiry which prompts students to make their thinking visible and structured.

YEAR 11 ATAR PHILOSOPHY AND ETHICS (AEPAE)

Do you have free will or are all your actions determined? Is the mind distinct from the body? Is science the only road to objective truth?

Philosophy attempts to answer the questions that cannot be addressed adequately by appealing to experience and experiment alone. 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 a foundation of all academic disciplines.

In studying this course, students will develop analytical thinking skills, the ability to clarify advanced concepts and unravel ethical issues. The problem-solving and deeper thinking skills that they develop will assist them in becoming better communicators, thinkers and problem-solvers. There is no profession or vocation in which these abilities would not be incredibly useful.

Unit 1: Reasons and Persons

The focus for the first unit is reason and persons. Students examine reasoning, inference, doubt and proof: the construction of world views; ideas of mind, body and personhood; ideas of action, intention, motives, free will and determinism; and causation.

Unit 2: Reasons and Culture

The focus for the second unit is reason and culture. Students examine ideas of beauty and aesthetics: the concept and process of interpretation; the idea of culture; intuition and emotion; and personal relationships and friendship.

YEAR 12 ATAR PHILOSOPHY AND ETHICS (ATPAE)

Unit 3: Reason and Society

What is the contractual relationship between the individual and the state? What are natural rights and values? What are social rights? What is the sovereign power? What are our moral obligations to the environment?

Students examine human nature in terms of natural rights and social contracts. This links to the study of humanism and natural human values, and individualism and social identity. Students also examine the idea of a good society and the relationship between human flourishing and the moral obligation humans have to the environment. The elements of reasoning are further developed in greater complexity.

Unit 4: Reason and Meaning

What is the meaning of life? Do you have a duty to pursue an authentic life? Can you live in bad faith? Does science have a view on the meaningful life or is that the domain of religion? Can killing be morally justified?

Students examine the tension between secularism and religion on the question of human life and human purpose. Students also examine classic problems in the philosophy of religion, as well as moral questions about the taking of life. The elements of reasoning are further developed in greater complexity.

Years 11 and 12 | Philosophy and Ethics

YEAR 10 POLITICS AND LAW

Offered in Semester 1 or 2

Unit 1: Power to the People

Students examine the Australian political and legal system, exploring key concepts, ideas and principles that underpin our society including notions of natural justice and the rule of law. Students investigate the legislative process, analysing a chosen piece of legislation to determine whether it upholds the characteristics of an effective law. Students examine a variety of contemporary political and legal issues to evaluate whether the frameworks within Australia's political and legal system uphold or undermine the principles of a liberal democracy. Students will gain an understanding that political and legal systems help to provide order to the social relationships that occur in the world and how the actions and participation of individuals and groups (political parties, pressure groups and the media) can contribute to a civil society.

YEAR 11 ATAR POLITICS AND LAW (AEPAL)

Unit 1: Democracy and the Rule of Law

Students investigate the origins of Australia's democracy from autocratic colonies to the modern and progressive political and legal system we see today. Students evaluate whether the frameworks of Australia's political and legal system uphold the principles of a liberal democracy. Students will also compare Australia's political and legal system to other nations to determine the strengths and weaknesses of our system.

Unit 2: Representation and Justice

Students explore the processes within Australia's political and legal system which ensure representative democracy is upheld including our electoral system. Students investigate Australia's legal system and evaluate the extent to which it ensures everyone has access to justice. Students will also have the opportunity in Year 11 to attend excursions to the Law Courts and Parliament House.

YEAR 12 ATAR POLITICS AND LAW (ATPAL)

Unit 3: Political and Legal Power

Students critically examine the political and legal system established by the Commonwealth Constitution (Australia) and the power exercised by the systems with reference to political and legal developments and issues.

Unit 4: Accountability and Rights

Students critically examine avenues for, and the effectiveness of, accountability of the three branches of government in Australia. Students also critically examine the ways in which rights are protected, and how democratic principles are upheld and/or undermined in Australia.

Years 11 and 12 | Politics and Law

LANGUAGES LEARNING AREA COURSES

*SCSA course naming changes 2027, year 7–10 the word 'second' is dropped from the previous names—e.g. French Second Language becomes French Language. Year 11 and 12 2027 will remain the same and phase out in 2028.

YEAR 10 Languages available:

- Chinese: Background Language
- Chinese: Language
- French: Language
- Italian: Language
- Japanese: Language.

Studying a Language in Senior Years enables students to attain an advanced level of language competence and cognitive sophistication. Strong competencies in languages provide a wide range of employment opportunities and employers will often look favourably at employees who can speak a second language, as this demonstrates additional capabilities.

From Year 10 students may have the opportunity to go on overseas trips or exchange programs, visit film festivals, engage in competitive examinations, apply for language scholarships and have some individual or small group tuition with native speakers. All languages make extensive use of online resources enabling rich and authentic experiences for students.

To enrol in a WACE language course, students are required to submit an online application for permission to enrol to the School Curriculum and Standards Authority. Information about the application process for permission to enrol in a WACE language course is available on the School Curriculum and Standards Authority website.

The ATAR Language course content is divided into theory and practical components:

- the theory component weight is 70%
- the practical (performance) component weight is 30%.

YEAR 11 ATAR CHINESE SECOND LANGUAGE (AECSL)

Unit 1: Teenagers

Students build their Chinese communication skills through three topics: Having Fun, Student's Daily Life, and Technology and Leisure. They gain a broader insight into their own lives, the lives of Chinese-speaking communities, and the changing world.

Unit 2: Travel – Let's Go!

Students build their Chinese communication skills through three topics: Tales of Travel, Western Australia as a Travel Destination, and China as a Travel Destination. They gain a broader insight into their own lives, the lives of Chinese-speaking communities, and the changing world.

YEAR 12 ATAR CHINESE SECOND LANGUAGE (ATCSL)

Unit 3: Here and Now

Students build their Chinese communication skills through three topics: Relationships, Celebrations and Traditions, and Communicating in a Modern World. They gain a broader insight into their own lives, the lives of Chinese-speaking communities, and the changing world.

Unit 4: What Next?

Students build their Chinese communication skills through three topics: Reflecting on My Life and Planning My Future, The Environment, and Current Issues. They gain a broader insight into their own lives, the lives of Chinese-speaking communities, and the changing world.

YEAR 11 ATAR CHINESE BACKGROUND LANGUAGE (AECBL) and YEAR 12 ATAR CHINESE BACKGROUND LANGUAGE (ATCBL)

This course focuses on building on and further developing a student's language capability through engagement with Chinese-speaking communities, locally and overseas, and through the study of contemporary texts, topics and issues. It enables students to strengthen their personal connections to the Chinese culture and language and enhances the development of their bilingual competence and bicultural identity.

The course is aimed at students who have typically been brought up in a home where Chinese is used, and who have a connection to Chinese culture. These students have varying degrees of understanding and knowledge of Chinese. They have received all or most of their formal education in schools where English, or a language other than Chinese, is the medium of instruction. Students may have undertaken some study of Chinese in a community, primary and/or secondary

school in Australia. Students may have had formal education in a school where Chinese is the medium of instruction and may have spent some time in a country where it is a medium of communication. Oral proficiency is typically more highly developed than skills and proficiency in the written language.

The course is organised around five issues: young people and their relationships; traditions and values in contemporary society; the nature of work; the individual as a global citizen; and Australian identity. Students develop the ability to reflect on and respond to these issues in Chinese-speaking communities locally, regionally and globally.

Chinese Background Language (ATCBL) is an interstate developed course. Students taking this course are classified as non-school candidates. Because of this, their examination mark cannot be used to qualify for an exhibition or award.

YEAR 11 ATAR FRENCH SECOND LANGUAGE (AEFSL)

Unit 1: That's Life!

Students build their French communication skills through three topics: My Daily Routine, French Sports and Leisure, and Leading a Healthy Lifestyle. They gain a broader insight into their own lives, the lives of French-speaking communities, and the changing world.

Unit 2: Travel

Students build their French communication skills through three topics: My Travel Tales and Plans, Australia as a Travel Destination, and Travel in a Modern World. They gain a broader insight into their own lives, the lives of French-speaking communities, and the changing world.

YEAR 12 ATAR FRENCH SECOND LANGUAGE (ATFSL)

Unit 3: The Media

Students build their French communication skills through three topics: Technology and Me, Film and Music, and In the Media. They gain a broader insight into their own lives, the lives of French-speaking communities, and the changing world.

Unit 4: The World Around Us

Students build their French communication skills through three topics: Planning My Future, Migrant Experiences, and Youth Issues. They gain a broader insight into their own lives, the lives of French-speaking communities, and the changing world.

YEAR 11 ATAR ITALIAN SECOND LANGUAGE (AEISL)

Unit 1: Relationships

Students build their Italian communication skills through three topics: Family, Friends and School Relationships; Traditions, Events and Celebrations; and Communicating in a Modern World. They gain a broader insight into their own lives, the lives of Italian-speaking communities, and the changing world.

Unit 2: Travel – Let's Go!

Students build their Italian communication skills through three topics: Reflecting on my Life and Planning My Future; Youth Issues; and Environmental Issues. They gain a broader insight into their own lives, the lives of Italian-speaking communities, and the changing world.

YEAR 12 ATAR ITALIAN SECOND LANGUAGE (ATISL)

Unit 3: Thank You, Italy

Students build their Italian communication skills through three topics: All Things Italian; Italian Lifestyle; and Made in Italy Around the World. They gain a broader insight into their own lives, the lives of Italian-speaking communities, and the changing world.

Unit 4: Yesterday, Today and Tomorrow

Students build their Italian communication skills through three topics: Reflecting on my Life and Planning My Future; Youth Issues; and Environmental Issues. They gain a broader insight into their own lives, the lives of Italian-speaking communities, and the changing world.

YEAR 11 ATAR JAPANESE SECOND LANGUAGE (AEJSL)

Unit 1: Daily Life

Students build their Japanese communication skills through three topics: My Life, Home Life, and Daily Life. They gain a broader insight into their own lives, the lives of Japanese-speaking communities, and the changing world.

Unit 2: Welcome to My Country

Students build their Japanese communication skills through three topics: Welcoming a Guest, Seasonal Activities and Celebrations, and Healthy Lifestyles. They gain a broader insight into their own lives, the lives of Japanese-speaking communities, and the changing world.

YEAR 12 ATAR JAPANESE SECOND LANGUAGE (ATJSL)

Unit 3: Young Travellers

Students build their Japanese communication skills through two topics: Travel, and Part-Time Jobs and Money. They gain a broader insight into their own lives, the lives of Japanese-speaking communities, and the changing world.

Unit 4: Past and Future

Students build their Japanese communication skills through three topics: This Year and Beyond, Youth Events and Pathways, and Future Plans. They gain a broader insight into their own lives, the lives of Japanese-speaking communities, and the changing world.

Years 11 and 12 | Languages

LANGUAGES NOT OFFERED AT PERTH MODERN SCHOOL

Students in Years 11 and 12 can choose to study a range of community and background languages either as non-school candidates, or through a recognised community language school.

Non-school Candidate Courses

Background-level courses can be studied by students as non-school candidates. In this situation, students enrol in Year 12 to sit the written (and practical, if applicable) examination for the course. There is no school-based assessment for these courses. Students will be required to prepare themselves for the examination(s). These courses do not count towards WACE requirements, and no additional time is given at school to study these courses. Students cannot accelerate in a non-school candidate course.

Community Language School Courses

Some background languages are offered by registered community language schools (CLS) in Western Australia. These CLSs are responsible for enrolling and assessing students, will provide school-based assessment marks for both Years 11 and 12, and will prepare students for the final external examination(s). No additional time is given at school to study these courses, and enrolling in a CLS course does not count towards Perth Modern School requirements regarding number of courses studied.

Students considering studying a community or background language should contact the Head of Languages for additional information on enrolment, eligibility and assessment information.

MATHEMATICS LEARNING AREA COURSES

YEAR 10 MATHEMATICS

Selection of Mathematics is compulsory for at least one semester, the full year's course is highly recommended for any student wishing to study any of the ATAR Mathematics course in Year 11 and 12.

Students aiming for Year 11 Mathematics Methods will be well served by taking Unit 2 – Mathematics Methods and Specialist as there is a lot of overlap of content and both courses complement each other perfectly.

Unit 1

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

Unit 2

The algebra section of this unit focuses on exponentials. Their graphs are examined and their applications in a wide range of settings are explored. Arithmetic and geometric sequences are introduced and their applications are studied. These topics complement the content of the Mathematics Methods ATAR course. The proficiency strand of Reasoning, is continued explicitly in the topic Geometry through a discussion of developing mathematical arguments. This topic also provides the opportunity to summarise and extend students' studies in Euclidean Geometry, knowledge which is of great benefit in the later study of topics such as vectors and complex numbers. The topic Vectors in the plane provides new perspectives on working with two-dimensional space and serves as an introduction to techniques which can be extended to three-dimensional space in Unit 3.

In Year 11 the following year, students will repeat these Unit courses but with different texts and extra resources that will extend and enrich their understanding of the foundation units for Methods and Specialist.

Unacceptable Course Combinations

The Tertiary Institutions Service Centre (TISC) has advised that from the 2023 school year (relevant to university admission from 2024), Mathematics Applications and Mathematics Methods will no longer be an unacceptable subject combination for the purposes of calculating the ATAR. Students will now be able to include the score from both courses in their final ATAR. TISC publications and the TISC website will be progressively updated to reflect this change.

Note: Mathematics Applications and Mathematics Specialist remains an unacceptable combination for the calculation of the ATAR. Students will continue to be able to contribute all three ATAR Mathematics subjects toward their WACE, however only Mathematics Methods and the highest scaled score out of Mathematics Applications and Mathematics Specialist will be considered in ATAR calculations.

YEAR 11 ATAR MATHEMATICS APPLICATIONS (AEMAA)

Units 1 and 2

Applications focus on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. Mathematics Applications provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts, in a range of workplace, personal, further learning and community settings. This subject offers the opportunity to prepare for post-school options of employment and further training but is not designed to prepare students for university level mathematics. Students will encounter opportunities for problem-solving, such as finding the volume of a solid so that the amount of liquid held in a container can be compared with what is written on the label or finding the interest on a sum of money to enable comparison between different types of loans.

YEAR 12 ATAR MATHEMATICS APPLICATIONS (ATMAA)

Unit 3: Bivariate Data Analysis, Growth and Decay in Sequences, and Graphs and Networks

Bivariate data analysis introduces students to some methods for identifying, analysing and describing associations between pairs of variables, including the use of 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. These sequences find application in a wide range of practical situations, including modelling the growth of a compound interest investment, the growth of a bacterial population, or the decrease in the value of a car over time. Sequences are also essential to understanding the patterns of growth and decay in loans and investments that are studied in detail in Unit 4. Graphs and networks introduce students to the language of graphs and the ways in which graphs, represented as a collection of points and interconnecting lines, can be used to model and analyse everyday situations, such as a rail or social network.

Unit 4: Time Series Analysis, Loans, Investments and Annuities, and Networks and Decision Mathematics

Time series analysis continues students' study of statistics by introducing them to the concepts and techniques of time series analysis. The content is to be taught within the framework of the statistical investigation process. Loans investments and annuities aims to provide students with sufficient knowledge of financial mathematics to solve practical problems associated with taking out or refinancing a mortgage and making investments.

Years 11 and 12 | Mathematics Applications

YEAR 11 ATAR MATHEMATICS METHODS (AEMAM)

Units 1 and 2

The major themes of Mathematics Methods are calculus and statistics. They include as necessary prerequisites studies of algebra, functions and their graphs, and probability. They are developed systematically, with increasing levels of sophistication and complexity. Calculus is essential for developing an understanding of the physical world because many of the laws of science are relationships involving rates of change. The topics in Unit 1 build on students' mathematical experience. The topics 'Functions and graphs', 'Trigonometric functions' and 'Counting and probability' all follow on from topics in the F–10 curriculum from the strands, Number and Algebra, Measurement and Geometry and Statistics and Probability. In Unit 2 differential calculus is developed to study the derivatives of polynomial functions, with simple application of the derivative to curve sketching, the calculation of slopes and equations of tangents, the determination of instantaneous velocities and the solution of optimisation problems.

YEAR 12 ATAR MATHEMATICS METHODS (ATMAM)

Units 3 and 4

The study of calculus continues with the derivatives of exponential and trigonometric functions and their applications, together with some differentiation techniques and applications to optimisation problems and graph sketching. It concludes with integration, 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. In statistics, discrete random variables are introduced, together with their uses in modelling random processes involving chance and variation. This supports the development of a framework for statistical inference.

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

Years 11 and 12 | Mathematics Methods

YEAR 11 ATAR MATHEMATICS SPECIALIST (AEMAS)

Units 1 and 2

Mathematics Specialist provides opportunities, beyond those presented in Mathematics Methods, to develop rigorous mathematical arguments and proofs, and to use mathematical and statistical models more extensively. Topics are developed systematically and lay the foundations for future studies in quantitative subjects in a coherent and structured fashion. Students of Specialist will be able to appreciate the true nature of mathematics, its beauty and its functionality.

For all content areas, practice allows students to achieve fluency of skills, such as finding the scalar product of two vectors, or finding the area of a region contained between curves, freeing up working memory for more complex aspects of problem-solving. In Mathematics Specialist, the formal explanation of reasoning through mathematical proof takes on an important role and the ability to present the solution of any problem in a logical and clear manner is of paramount importance. The topics in Unit 1 broaden students' mathematical experience and provide different scenarios for incorporating mathematical arguments and problem-solving. The unit blends algebraic and geometric thinking. In Unit 1 vectors for two-dimensional space are introduced and then in later Units vectors are studied for three-dimensional space.

YEAR 12 ATAR MATHEMATICS SPECIALIST (ATMAS)

Unit 3: Complex Numbers, Functions and Sketching Graphs and Vectors in Three Dimensions

Three-dimensional vectors are studied and vector equations and vector calculus are introduced, with the latter extending students' knowledge of calculus from the Mathematics Methods ATAR course. Cartesian and vector equations, together with equations of planes, enables students to solve geometric problems and to solve problems involving motion in three-dimensional space. The Cartesian form of complex numbers was introduced in Unit 2, and the study of complex numbers is now extended to the polar form. The study of functions and techniques of graph sketching, begun in the Mathematics Methods ATAR course is extended and applied in sketching graphs and solving problems involving integration.

Unit 4: Integration and Applications of Integration, Rates of Change and Differential Equations and Statistical Inference

The study of differentiation and integration of functions continues, and the calculus techniques developed in this and previous topics are applied to simple differential equations, in particular in biology and kinematics. These topics demonstrate the real-world applications of the mathematics learned throughout the Mathematics Specialist ATAR course. Students' previous experience working with probability and statistics is drawn together in the study of statistical inference for the distribution of sample means and confidence intervals for sample means. Students need to study Methods concurrently with Specialist.

Years 11 and 12 | Mathematics Specialist

SCIENCE LEARNING AREA COURSES

YEAR 10 SCIENCE

Students are required to study for at least one semester; and the full year course, Semester 1 and 2 is highly recommended for any student wishing to pursue an ATAR Science course.

Unit 1: Semester 1 – Walking in the Footsteps of the Famous Scientists

(Biology/Human Biology, Chemistry, Physics)

Looking at work conducted by famous Scientists, students discover the importance of the DNA structure and how changes to DNA result in different genetic outcomes. Also, how variation occurs when the cell divides, and different gene combinations result in the development of new species. Lastly, changes in populations are caused by various mechanisms. Natural selection, gene flow, genetic drift and mutation are investigated as mechanisms. In Chemistry, students view atomic structure and how different elements are bonded together. They begin analysing different quantities of molecules enabling them to work out the products formed and their amounts. Students build the skill of using correct terminology to describe chemical reaction observations using a data sheet. Finally, students study Newton's Three Laws of Motion and 2D vector quantity problems. Working through contextual examples opportunity is given to apply the equations generated from motion graphs. Students may carry out a range of investigations to test the Laws of Motion. This will result in analysis, synthesis and evaluation opportunities.

Unit 2: Semester 2 – Healthy Environments and Healthy Bodies

(Chemistry, Physics, Biology/Human Biology)

Certain actions are required to maintain global sustainability. How can we keep the globe healthy? What processes occur within global systems and how is energy transferred? What does current and future energy consumption look like? Do our current energy usage practices help or hinder our future? Students investigate how energy is used in everyday life. They'll explore fossil fuel formation, hydrocarbons and their uses, discuss whether nuclear energy is a suitable alternative, and consider the role of plants and animals in the fast and slow carbon cycles. As students review human activities such as burning fossil fuels, and our global systems, they will consider related environmental implications. What is the difference between health and disease in humans? We will look at disease causation and how the body defends itself against different types of pathogens.

Please note: Non-programmable calculators are essential for the Science classroom and at home. It is assumed that each student always has access to a suitable calculator. Students will require the use of a Scientific calculator and not a Classpad.

YEAR 11 ATAR BIOLOGY (AEBLY)

Unit 1: Ecosystems and Biodiversity

The biosphere is a dynamic system composed of Earth's diverse, interrelated and interacting ecosystems. Using observations and field survey techniques, students investigate, classify and describe biodiversity, species and several diverse ecosystems. An understanding of the processes involved in the movement of energy and matter in ecosystems results in the ability to relate cause and effect in relation to changes in Earth's biogeochemical cycles and relate changes in concentration of matter to climate change. Students are challenged to use critical thinking to understand and solve environmental issues caused by human activities. Conservation strategies are introduced to reduce the impact of habitat destruction, invasive species, unsustainable use of natural resources and climate change.

Unit 2: From Single Cells to Multicellular Organisms

The cell is the basic unit of life. Despite the diversity between organisms that exists, all cells possess some common features; organelles with structures that result in specialised functions. Students examine the transport of substances between cells and their environment and develop an understanding of the chemical nature of cellular systems. Students investigate the biochemical processes of photosynthesis and respiration, and the role of enzymes in controlling biochemical systems. Multicellular organisms typically consist of several interdependent systems of cells organised into tissues, organs and organ systems. Students study the different levels of organisation in different organisms. Animal and vascular plant systems are studied and compared.

Science skills such as microscope use, dissections and interpretation of scientific models are developed.

A Scientific calculator is required.

YEAR 12 ATAR BIOLOGY (ATBLY)

Unit 3: Continuity of Species

Heredity explains why offspring (cells or organisms) resemble their parent cell or organism. Organisms require cellular division and DNA processes for growth, development, repair and reproduction. Students investigate the systems and processes involved in the transmission of genetic material to the next generation of cells and to offspring. Different patterns of inheritance are considered, resulting in the possible genotypes and phenotypes of offspring. Observations of patterns of inheritance, pedigrees and the use of Punnett squares are used to further understanding. Students investigate the theory of evolution by natural selection through using and evaluating mechanisms and models of evolution. They explore causes of genetic variation in gene pools resulting in speciation or extinction.

Unit 4: Homeostasis and Infectious Disease

To survive, organisms must be able to maintain system structure and function when changes in their external and internal environments occur. Changes that are regulated via negative feedback mechanisms include; temperature, water nitrogenous waste and salt. Students investigate the effects of a diverse range of homeostatic response systems. Infectious diseases differ from other types of disease. Students study how the invasion of different types of microscopic pathogens can affect cell, tissue and body functions in plants and animals. Once the modes of pathogen transmission are understood, students can learn, and create models, to stop the spread of disease. Factors that contribute to the rate of spread of infectious disease are considered, including predicting outbreaks and pandemics using computer modelling.

A Scientific calculator is required.

Years 11 and 12 | Biology

YEAR 11 ATAR CHEMISTRY (AECHE)

Unit 1: Chemical fundamentals: structure, properties and reactions

Models of atomic structure and bonding are used to explain the macroscopic properties of materials and to predict the products, leading to explanations of energy changes associated with chemical reactions. Chemical materials are used for many purposes, including fuels, cosmetics, building materials and pharmaceuticals. With the developments in Chemistry, it has been realised that the properties of a material depend on, understanding the material's structure. Using models at the atomic and molecular scale explanations and predictions of the structure and properties of materials can be made. Students study matter and energy in chemical reactions, as they consider the breaking and reforming of bonds in the formation of new substances. Also, students investigate the relationships between structure and properties.

Unit 2: Molecular Interactions and Reactions

Further understanding of bonding models and the relationship between structure, properties and reactions, including consideration of the factors that affect the rate of chemical reactions is investigated. Students learn about physical and chemical properties of materials and explore the characteristic properties of water that make it essential for physical, chemical and biological processes on Earth. They investigate and explain the solubility of substances in water and compare and analyse a range of solutions. Students learn how rates of reaction can be measured and altered. Models of energy transfer and the structure of matter are used to explain and predict changes to rates of reaction, including controlling reactions, using catalysts.

A Scientific calculator is required.

YEAR 12 ATAR CHEMISTRY (ATCHE)

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

Models of equilibrium in chemical systems are investigated and application of these models in the context of acids and bases and redox reactions. Students learn to explain and predict how a range of factors affect these systems. The idea of reversibility of reaction is vital in a variety of chemical systems at different scales, ranging from processes that release carbon dioxide to the reactions of ions within individual cells of the body. Students appreciate that a range of factors can achieve a state of dynamic equilibrium in reactions. Students investigate acid-base equilibrium systems and their applications. Contemporary models are used to explain the nature, property and uses of acids and bases. Also, principles of oxidation and reduction reactions and the production of electricity from electrochemical cells are investigated.

Unit 4: Organic Chemistry and Chemical Synthesis

This unit focuses on organic chemistry and the processes of chemical synthesis by which useful substances are produced for the benefit of society. Students investigate the relationship between the structure, properties and chemical reactions of different organic functional groups and the vast diversity of organic compounds. Students also develop their understanding of 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.

Through the investigation of appropriate contexts, students explore the ways in which models and theories have developed over time and through interactions with social, economic and ethical considerations. They explore the ways in which chemistry contributes to contemporary debate regarding current and future uses of local, regional and international resources, evaluate the risk and action for sustainability, and they recognise the limitations of science in providing definitive answers in different contexts.

Students use science inquiry skills to investigate the principles and application of chemical structure in organic chemistry, and of chemical synthesis processes. They make predictions based on knowledge of types of chemical reactions, and investigate chemical reactions qualitatively and quantitatively.

Years 11 and 12 | Chemistry

YEAR 11 ATAR HUMAN BIOLOGY (AEHBY)

Unit 1: The Functioning Human Body

Looking at how human structure and function supports cellular metabolism and how lifestyle choices affect body functioning. Students study different levels of organisation within the body, from the organelles within the cell and the processes that occur to a range of systems (e.g. the circulatory, digestive and the musculo-skeletal systems). They consider lifestyle choices that could impact the effectiveness of those systems.

Unit 2: Reproduction and Inheritance

Opportunities are provided to explore the mechanisms of transmission of genetic materials to the next generation, the role of males and females in reproduction, and how interactions between genetics and the environment influence early development. Also, students investigate the application of technological advances and medical knowledge in reproductive technologies, and their potential consequences for individuals.

A Scientific calculator is required.

YEAR 12 ATAR HUMAN BIOLOGY (ATHBY)

Unit 3: Homeostasis and Disease

Students explore the nervous and endocrine systems and their role in homeostasis, as well as how the body's immune system responds to invading pathogens. The complex interactions between body systems in response to changes in the internal and external environments facilitate the maintenance of optimal conditions for the functioning of cells. Students consider the importance of vaccinations in immunity to infection and apply the scientific method to investigations involving homeostasis.

Unit 4: Human Variation and Evolution

Students consider variations in humans in their changing environment and evolutionary trends in hominids. They explore how gene pools are affected by evolutionary mechanisms, and consider the evidence for these changes from fossils, comparative anatomy and biochemical studies. Students appreciate that several trends appear in the evolution of hominids and these may be traced using phylogenetic trees.

Years 11 and 12 | Human Biology

YEAR 11 ATAR PHYSICS (AEPHY)

Unit 1: Forces, Motion and Energy

Students develop an understanding of motion, forces, and mechanical and thermal energy, which can be used to describe, explain and predict a wide range of phenomena. Students describe linear motion in terms of position and time data, and examine the relationships between force, momentum and energy for interactions in one dimension.

Unit 2: Waves, Nuclear and Electrical Physics

An understanding of waves, nuclear reactions and electricity is essential to appreciate how global energy needs are met. Students explore the ways physics is used to describe, explain and predict the energy transfers and transformations that are pivotal to modern industrial societies. Students investigate common wave phenomena in various media. They apply the nuclear model of the atom to investigate radioactivity and learn how nuclear reactions convert mass into energy. Students examine the movement of electrical charge in circuits and use this to analyse, explain and predict electrical phenomena.

YEAR 12 ATAR PHYSICS (ATPHY)

Unit 3: Gravity and Relativity

Students investigate models of motion in gravitational, electric and magnetic fields to explain how forces act at a distance. They examine the theory of special relativity and the consequences of general relativity.

Unit 4: Electromagnetism and Modern Physics

Students use the theory of electromagnetism to explain the production and propagation of electromagnetic waves and investigate how shortcomings in existing theories led to the development of the quantum theory of light and matter.

A Scientific calculator is required.

Years 11 and 12 | Physics

YEAR 10 PSYCHOLOGY

Unit 1

Offered in Semester 1 or 2

If selected for four periods per week in Semester 1, this course cannot be repeated in Semester 2.

Psychology is the scientific study of how we think, feel, and behave. Year 10 Psychology introduces students to the use of the scientific method to understand a variety of areas of human experience. These include social media and the effect of others on behaviour such as conformity and obedience. We also explore some psychological disorders, the brain's functional organisation, and how the field of artificial intelligence can shed light on the human mind.

YEAR 11 ATAR PSYCHOLOGY (AEPSY)

Unit 1: Biological and Lifespan Psychology

We start with the application of scientific inquiry skills to psychology—including the use of different types of studies and data in psychological research. Next, we learn about the human nervous system and the functions of different regions of the brain. Lifespan psychology follows, with a focus on brain plasticity and adolescent development. Students extend their understanding of developmental processes by studying cognitive development and attachment.

Unit 2: Attitudes, Stereotypes and Social Influences

This unit focuses on the influence of others on our behaviour, cognition and emotion. We learn about the psychology of attitudes, including cognitive dissonance, social identity and attribution theory.

We also focus on social influence and the development of prosocial and antisocial behaviours.

YEAR 12 ATAR PSYCHOLOGY (ATPSY)

Unit 3: Memory and Learning

This unit covers two models of memory and three learning theories, including the well-known multi-store model of memory and conditioning models of learning. These models have influenced our understanding of education, development and how society functions. Students will have an opportunity to take part in conducting their own research into depth of processing and memory.

Unit 4: Psychology of Motivation, Wellbeing and Health

In this unit, students develop an understanding of several models of motivation and wellbeing, including Maslow's famous hierarchy of needs. Two applications of psychology to health are considered: stress and sleep. We look at stress as an adaptive response, a stimulus and as a transaction.

Years 11 and 12 | Psychology

TECHNOLOGIES LEARNING AREA COURSES

YEAR 10 DIGITAL TECHNOLOGIES – COMPUTER SCIENCE

Unit 1 will be studied in Semester 1 and Unit 2 will be studied in Semester 2.

These subjects can be studied for one semester, in either Semester 1 or 2, or as a yearlong subject by selecting Semester 1 (S1) and Semester 2 (S2) in SSO.

Unit 1: Digital Systems and Data Management

In this unit, students will delve into the world of computer hardware and peripherals, learning to assemble and repair computers. They will use Raspberry Pi to install operating systems and software, and build digital systems tailored to specific needs, such as training AI models or setting up Network Attached Storage (NAS). Additionally, students will explore data management, including spreadsheets and Relational Database Management Systems (RDBMS) using SQL.

Unit 2: Programming and Cybersecurity

In this unit, students will dive into coding using Python. They will learn fundamental programming concepts such as creating functions, using variables, and working with arrays. Students will develop application software to solve real-world problems, such as creating an online self-ordering system.

Additionally, this unit covers essential topics in cybersecurity and networking. Students will explore the principles of securing digital systems, understanding network protocols, and identifying potential threats. They will also discuss the legal and ethical issues associated with cybersecurity, ensuring they are aware of the responsibilities and implications of their work.

YEAR 11 ATAR COMPUTER SCIENCE (AECSC)

Unit 1: Programming and Networking

In this unit, students develop their skills in designing and implementing software solutions using structured programming techniques. They apply algorithms, control structures, and modular programming to solve real-world problems using a high-level language such as Python. Students also explore the fundamentals of data transmission and network architecture, gaining an understanding of how devices communicate across wired and wireless networks. Ethical and legal considerations—such as accessibility, data privacy, and responsible system use—are embedded throughout the unit to highlight the impact of digital systems on individuals and society.

Unit 2: Databases and Cybersecurity Solutions

This unit introduces students to relational database systems and the importance of secure information management. Using SQLite, students design database structures, write queries to retrieve and manipulate data, and evaluate how information systems meet organisational needs. In the cybersecurity component, students investigate threats to network security—such as malware and social engineering—and explore protective strategies including authentication, encryption, and firewalls. The unit also examines ethical and legal obligations related to data collection, storage, and responsible digital citizenship.

YEAR 12 ATAR COMPUTER SCIENCE (ATCSC)

Unit 3: Programming and Networking Solutions

In this unit, students apply structured and object-oriented programming techniques to design, implement and evaluate software solutions using Python. They explore algorithm design, modularisation, parameter passing and error handling while developing software to solve real-world problems. Students also study how data is transmitted across networks and learn to design secure, efficient communication systems using industry-standard models such as OSI and TCP/IP. Key topics include IP addressing, subnetting, network components and tools for analysing network performance. Ethical and legal responsibilities—such as inclusivity, privacy, and intellectual property—are integrated throughout the development process.

Unit 4: Design and Development of Communication Systems and Software Solutions

This unit focuses on the design and development of relational database systems, along with strategies to safeguard digital environments. Students create data models using entity-relationship diagrams, normalise data to third normal form (3NF), and build fully functional multi-table databases using SQL. They write and test complex queries, including joins, aggregates, and calculated fields. In cybersecurity, students analyse internal and external threats—such as phishing, denial of service, and SQL injection—and implement encryption techniques to protect communications and data. Ethical hacking, penetration testing, and legal frameworks such as the Privacy Act and Notifiable Data Breaches scheme are examined to understand their real-world impact on digital systems.

Years 11 and 12 | Computer Science

YEAR 10 DIGITAL TECHNOLOGIES: MULTIMEDIA

Unit 1 will be studied in Semester 1 and Unit 2 will be studied in Semester 2.

These subjects can be studied for one semester, in either Semester 1 or 2, or as a yearlong subject by selecting Semester 1 (S1) and Semester 2 (S2) in SSO.

Unit 1: Digital Design

In this unit, students develop core skills in visual communication and digital content creation. Using Adobe® Photoshop®, Illustrator® and Premiere Pro®, they explore graphic design principles, image editing, and video production. Students undertake a range of creative projects such as designing a brand identity, producing a print-ready album cover or poster, and creating short promotional videos for fictional businesses. They also experiment with animated infographics to present ideas visually. Throughout the unit, students learn about ethical and legal issues related to digital publishing, including copyright and responsible use of media.

Unit 2: 3D Interactive Media

In the second unit, students explore the world of 3D modelling, animation, and interactive media development. Using tools such as Blender and Unity, they design original 3D characters or objects, animate short scenes, and develop simple interactive game prototypes. Projects include creating a playable game demo, developing virtual environments, and showcasing models in augmented reality using mobile devices. Students are also introduced to emerging creative technologies such as digital cameras, 3D scanners and graphic tablets to support their design process. This unit encourages innovation, problem-solving, and storytelling through immersive media experiences.

YEAR 10 DESIGN TECHNOLOGIES: ENGINEERING

Unit 1 will be studied in Semester 1 and Unit 2 will be studied in Semester 2.

These subjects can be studied for one semester, in either Semester 1 or 2, or as a yearlong subject by selecting Semester 1 (S1) and Semester 2 (S2) in SSO.

Alternatively, Engineering can be studied as a 2 period per week, yearlong course.

Unit 1: Space Exploration

In this course, students engage in hands-on, project-based learning centred around the design and engineering of remote-controlled systems for space exploration. Through the development of a targeted design brief, students investigate current aerospace technologies and propose innovative solutions to the challenges of operating in extreme, off-world environments. Themes such as planetary exploration, autonomous systems, sustainability, and technical advancement guide their creative process.

Students express and refine their ideas using both hand sketching and digital 3D modelling tools like Fusion 360, and construct prototypes with accessible materials as well as precision manufacturing tools including laser cutters, 3D printers, and CNC machines.

As they work, students deepen their understanding of mechanical motion, remote control systems, electronics, and microcontrollers—engineering robotic solutions that can perform tasks such as surface navigation, data collection, or sample retrieval. Blending practical skills with engineering theory, students iteratively test and improve their designs to meet the complex demands of extraterrestrial environments.

Unit 2: Disaster Relief

This course engages students in collaborative, project-based learning where they apply design thinking and engineering principles to solve real-world challenges, with a particular focus on developing remote-controlled robotic systems for disaster relief.

Students develop a design brief, investigate existing solutions, and generate and refine ideas in response to themes such as emergency response, sustainability, automation, and technical innovation. They communicate their concepts through hand sketching and digital 3D modelling using tools like Fusion 360 and produce functional prototypes using materials such as card and glue, alongside advanced manufacturing processes including laser cutting, 3D printing, and CNC machining.

Throughout the unit, students explore mechanical motion, sensor integration, electrical circuits, and microcontrollers—designing robots capable of navigation, task performance,

and adaptability in unpredictable environments. By integrating core and specialist engineering theory, students test, evaluate, and improve their designs with the goal of supporting real-world disaster response scenarios.

YEAR 11 ATAR ENGINEERING STUDIES (AEEST)

Unit 1

In the development of an engineering project, students study core engineering theory and the chosen specialist area of mechatronics. Given guidelines and a context, students apply their knowledge of the engineering design process and theory to develop and respond to a design brief. This requires them to investigate existing products, construction materials and components. Design ideas are developed through annotated sketches and concept drawings. The most suitable concept for production is selected as a prototype or working model. Students finalise their chosen design by documenting its specifications in the form of appropriate orthographic drawings, specialist diagrams and lists of materials and components, including costings of the prototype or model. They follow a given timeline to undertake tasks required to produce, test and evaluate the product.

Unit 2

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

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

A Scientific calculator is required.

YEAR 12 ATAR ENGINEERING STUDIES (ATEST)

Unit 3

Students develop their understanding of core and specialist area theory. They also study the impacts of obtaining and using the different forms of renewable and non-renewable energy on society, business and the environment. Using the engineering design process students develop a comprehensive design brief that has a focus on a problem, need or opportunity. They synthesise responses to the brief by engaging in detailed research of similar existing engineered products, by construction materials and components; through sketching, drawing and notating concepts, and by analysing and justifying the choice of the most promising of these for production as a prototype or working model. Understanding and skills of the engineering design process are refined. Then students produce, test and evaluate the product.

Unit 4

Students consider and analyse the stages within the life cycle of engineering products, leading to demonstrating an understanding of the impacts on society, business and the environment that occur during the life cycle of engineered products. Continued refinement of their understanding and skills of the engineering design process are used to produce, test and evaluate the product. Core and specialist area theory continues in order to forge greater understanding of the scientific, mathematical and technical concepts that explain how engineered products function.

A Scientific calculator is required.

Years 11 and 12 | Engineering Studies

YEAR 10 FOOD TECHNOLOGIES

Unit 1 will be studied in Semester 1 and Unit 2 will be studied in Semester 2.

These subjects can be studied for one semester, in either Semester 1 or 2, or as a yearlong subject by selecting Semester 1 (S1) and Semester 2 (S2) in SSO.

Alternatively, Food Specialisations can be studied as a 2 period per week, yearlong course.

Unit 1: Food Properties and Preparation

This unit focuses on the supply of staple foods and the factors that influence adolescent food choices and ethical considerations. Students recognise factors that affect the sensory and physical properties of foods. They explore food sources and the role of macronutrients and water for health, and nutrition-related health conditions which require specialised diets. Students work with a range of staple foods, adapt basic recipes and apply the technology process to investigate, devise, and produce food products to achieve specific dietary requirements. They evaluate food products and demonstrate a variety of safe workplace procedures, processing techniques and food handling practices.

Unit 2: Food Choices in Society

This unit focuses on the sensory and physical properties of food that affect the consumption of raw and processed foods. Students investigate balanced diets, the function of nutrients in the body and apply nutrition concepts that promote healthy eating. They study health and environmental issues that arise from lifestyle choices and investigate factors which influence the purchase of locally produced commodities. They demonstrate a variety of mise-en-place and precision cutting skills, and processing techniques to ensure that safe food handling practices prevent food contamination. Students recognise the importance of using appropriate equipment, accurate measurement and work individually, and in teams, to generate food products and systems.

YEAR 11 GENERAL FOOD SCIENCE AND TECHNOLOGY (GEFST)

The Food Science and Technology General course provides opportunities for students to explore and develop food-related interests and skills. Food impacts on every aspect of daily life and is essential for maintaining overall health and wellbeing.

Students organise, implement and manage production processes in a range of food environments and understand systems that regulate food availability, safety and quality. Knowledge of the sensory, physical, chemical and functional properties of food is applied in practical situations.

Students investigate the food supply chain and value-adding techniques applied to food to meet consumer and producer requirements. Principles of dietary planning, adapting recipes, and processing techniques, are considered for specific nutritional needs of demographic groups. Occupational safety and health requirements, safe food handling practices, and a variety of processing techniques, are implemented to produce safe, quality food products.

This course may enhance employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality and retail.

The Year 11 syllabus is divided into two units, each of one semester duration, with students enrolled to study Units 1 & 2 as a yearlong course.

The Year 12 syllabus is also divided into two units, with students studying Units 3 and 4. Students can study the Year 12 Course without having studied the Year 11 Course.

YEAR 12 GENERAL FOOD SCIENCE AND TECHNOLOGY (GTFST)

In the Year 12 Food Science and Technology General course, students develop their interests and skills through the design, production, and management of food-related tasks. They extend their knowledge of the sensory, physical, chemical, and functional properties of food and apply these in practical situations. Students explore innovations in science and technology and changing consumer demands. New and emerging foods encourage the design, development and marketing of a range of products, services and systems.

Food and allied health sectors represent a robust and expanding area of the Australian and global employment markets. The Food Science and Technology General course enables students to connect with further education, training and employment pathways, and enhances employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality, and retail.

This course may enhance employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality and retail.

Years 11 and 12 | General Food Science and Technology

YEAR 10 ARCHITECTURAL DESIGN

Unit 1 will be studied in Semester 1 and Unit 2 will be studied in Semester 2.

These subjects can be studied for one semester, in either Semester 1 or 2, or as a yearlong subject by selecting Semester 1 (S1) and Semester 2 (S2) in SSO.

Unit 1: Off-grid and Remote Architecture

This course introduces students to the fundamentals of architectural design, with a special emphasis on timber as a sustainable and adaptable material for off-grid and remote architecture. Students will explore and design small-scale dwellings such as cabins, pavilions, eco-retreats, and self-sufficient shelters tailored to their individual interests and remote site conditions. With a strong emphasis on student agency, the course empowers learners to pursue projects that align with their passions—fostering creativity, critical thinking, ownership, and motivation. Students will engage with real-world issues such as sustainability, housing for isolated communities, climate-responsive design, resource efficiency, and culturally respectful approaches. They will examine how timber construction can support energy independence, minimal environmental impact, and long-term durability in challenging settings. Through a mix of hands-on model-making, timber detailing, and digital 3D modelling, students will build skills in both physical and virtual design representation. As their confidence grows, students will develop increasingly refined and ambitious projects showcasing timber's role in resilient, off-grid architectural solutions.

Unit 2: Contemporary Urban Architecture

This course introduces students to the fundamentals of architectural design, with a particular focus on concrete as a material central to contemporary urban architecture. Students will explore and design small-scale urban dwellings such as micro-apartments, pavilions, rooftop extensions, and customised infill structures tailored to their individual interests, using concrete to respond to space, density, and structural needs. With a strong emphasis on student agency, the course allows learners to shape projects around their personal passions—fostering ownership, creativity, motivation, and critical thinking. Students will investigate real-world themes including sustainability, housing affordability, climate-responsive urban design, community-focused architecture, and culturally sensitive solutions, exploring concrete's potential in addressing these challenges. Through a combination of hands-on model-making, small-scale concrete casting, drawing, and digital 3D representation, students will develop skills in both physical and virtual architectural expression. As their understanding and capability grow, students will expand their concepts into more complex architectural proposals that reflect concrete's versatility and relevance in shaping the built environment of modern cities.

YEAR 10 MATERIALS & TECHNOLOGIES: METAL

Unit 1 will be studied in Semester 1 and Unit 2 will be studied in Semester 2.

These subjects can be studied for one semester, in either Semester 1 or 2, or as a yearlong subject by selecting Semester 1 (S1) and Semester 2 (S2) in SSO.

Unit 1: Metal

During the first five weeks, students sharpen their Technical Graphics skills—essential tools for all their upcoming projects. Then they dive into metalwork, creating two exciting hands-on projects focused on Tables and Firepits.

Throughout these projects, students will master important metalworking techniques: Welding, Brazing, Cutting, and Drilling. Each skill builds toward creating their own custom-designed pieces that are both functional and impressive.

Beyond technical skills, this course fuels creativity and innovative thinking. Students experiment with different metals and materials, discovering their unique properties and possibilities. Students learn the core elements of great design and follow a professional design process—turning their creative ideas into finished products they can be proud of.

Unit 2: Metal

In the second semester, students take their skills to the next level by designing and building your own Stool or Chair. This challenging project focuses on both practical functionality and proper structural techniques—creating furniture that's both sturdy and well-designed.

For the final project, students explore the artistic side of metalwork through the brazing process. Building on the sculptural techniques they have learned, this project pushes the student's creativity while refining their technical abilities. Students discover how brazing allows them to join metals with precision while creating expressive, artistic forms that showcase their personal style and imagination.

YEAR 10 MATERIALS & TECHNOLOGIES: WOOD

Unit 1 will be studied in Semester 1 and Unit 2 will be studied in Semester 2.

These subjects can be studied for one semester, in either Semester 1 or 2, or as a yearlong subject by selecting Semester 1 (S1) and Semester 2 (S2) in SSO.

Unit 1: Wood

In this course, students create two exciting projects that build on skills already learned in previous years. While it is not essential to have done M&TS Wood previously, we'll start by mastering AutoCAD® design—a key tool students will use throughout both projects and for completing one of their main tasks.

The first project lets students design something amazing using our laser cutter. They will create their own unique design in AutoCAD® and finish it to professional quality. For their second project, they'll work in the workshop building a sturdy piece of furniture for the home. This hands-on project develops the students' woodworking skills and teaches them how to safely use workshop machinery.

Beyond just making things, this course sparks creativity and innovative thinking. Students experiment with different materials to discover their unique properties and learn practical techniques for generating creative ideas that solve real problems.

Unit 2: Wood

In Semester 2, students apply what they have mastered to create an impressive chessboard and stand. This workshop project explores different furniture-making techniques, showing multiple ways to build strong, beautiful structures. Students enhance their woodworking skills while creating something both functional and artistic.

The second challenge brings the student back to AutoCAD® and the laser cutter—this time designing a sculptural piece with a twist. While it needs to look stunning as an artistic object, it must also serve a practical purpose. This project pushes the student's creativity to blend form and function, turning advanced design skills into something both beautiful and useful.

YEAR 11 GENERAL MATERIALS, DESIGN AND TECHNOLOGY: WOOD (GEMDTW)

The Materials Design and Technology General course is a practical course. Students will work in the context of wood, designing and manufacturing wood products. Students will have the opportunity to develop and practise skills that contribute to creating a physical product, while acquiring an appreciation of the application of a design process, and an understanding of the need for materials sustainability. Students will learn and practise manufacturing processes and technologies, including principles of design, planning and management.

The Year 11 syllabus is divided into two units, each of one semester duration, with students enrolled to study both units as a yearlong course and Year 12 students study Units 3 and 4.

Unit 1

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

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

Unit 2

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

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

Students, in consultation with teachers, select projects of interest and then design and make products suitable for a specific market.

YEAR 12 GENERAL MATERIALS, DESIGN AND TECHNOLOGY: WOOD (GTMDTW)

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.

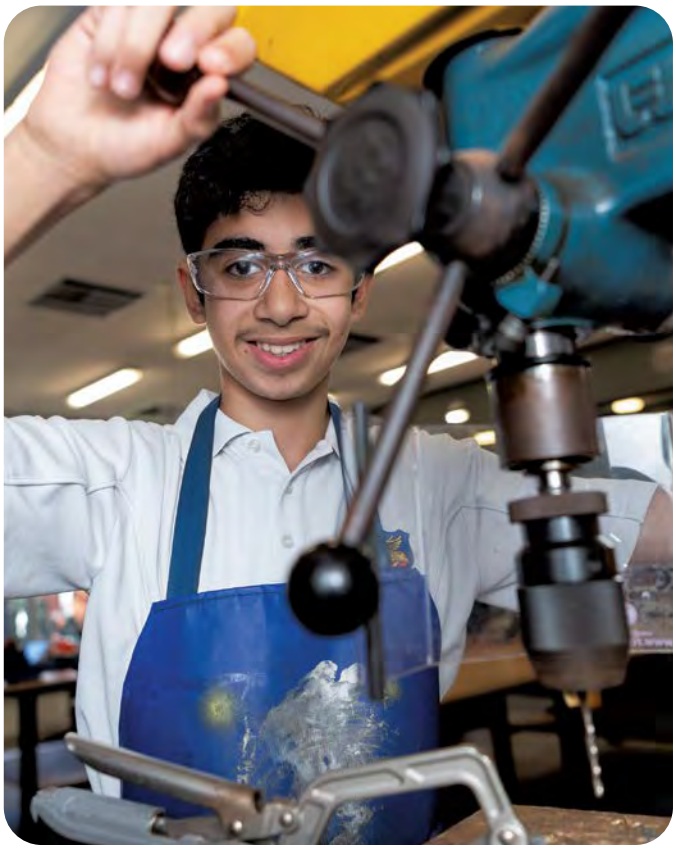
Students learn about manufacturing and production skills and techniques. They develop the skills and techniques appropriate to the materials being used and gain practice in planning and managing processes through the production of design project. They learn about risk management and ongoing evaluation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

Years 11 and 12 | Materials Design and Technology



APPENDIX I – SCHOOL CONTACT INFORMATION

Heads of Learning Area (HOLA)

Arts	Mark Temov	mark.temov@education.wa.edu.au
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Associate Principals

Course Selection and Acceleration	Monica Franz	monica.franz@education.wa.edu.au
Subject Selection Online (SSO)	Matthew Healy	matthew.healy@education.wa.edu.au

APPENDIX II – CAREER PLANNING WEBSITES

The information gained from the following list of websites may be helpful to students.

Australia-wide job search	www.workforceaustralia.gov.au
Australian Defence Force Academy	www.defencejobs.gov.au
Course Finder	www.coursefinder.com.au
Curtin University	www.curtin.edu.au
Edith Cowan University	www.ecu.edu.au
Murdoch University	www.murdoch.edu.au
My Future	www.myfuture.edu.au
Perth Modern School	www.perthmodern.wa.edu.au
School Curriculum and Standards Authority	www.scsa.wa.edu.au
Seek vacancies Australia	www.seek.com.au
Tertiary Institutions Services Centre (TISC)	www.tisc.edu.au
The Good University Guide	www.gooduniversitiesguide.com.au
Training – Department of Training and Workforce Development	www.dtwd.wa.gov.au
University of Notre Dame	www.nd.edu.au
University of Western Australia	www.uwa.edu.au/home

www.perthmodern.wa.edu.au