



ST. BRIGID'S
COLLEGE

YEARS 11 TO 12
CURRICULUM HANDBOOK
2024

Light The Way

Dear Families,

It is with pleasure that I present to you our Years 11 and 12 Curriculum Handbook for the 2024 academic year. The last two years of compulsory education present many exciting opportunities for our young women as they venture into learning that is tailored to their needs and specific interests. These last two years will enable your daughter to prepare for the next phase beyond St Brigid's.

Our College supports all students entering Year 11 with personalised course counselling. I encourage you to work together with your Course Counsellor in the selection of subjects. Choosing the right subjects can not only set your daughter up for success but enable her to get the most out of her final years.

Our Mercy founder Catherine McAuley is quoted as saying, "We should be shining lamps giving light to all around us." I pray that these final years will be filled with both joy and success for your daughter. Your family members are valued in our community, and we look forward to working with them together in 2024.

Kind Regards,

VERONICA PARKER
PRINCIPAL

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Section 1 - General Information

1.1 Glossary of Key Terms – Abbreviations Used in The Curriculum Handbook

ACSF	Australian Core Skills Framework
AQF	Australian Qualifications Framework
ATAR	Australian Tertiary Admissions Rank
OLNA	Online Literacy and Numeracy
SCSA	Schools Curriculum and Standards Authority
TAFE	Technical and Further Education
TEA	Tertiary Entrance Aggregate
TISC	Tertiary Institutions Service Centre
VET	Vocational Education and Training
WACE	Western Australian Certificate of Education

1.2 Key Reference Websites

General

SCSA	https://www.scsa.wa.edu.au/
TISC	https://www.tisc.edu.au/static/home.tisc
WACE Checker	https://WACEchecker.scsa.wa.edu.au/
SCSA Facebook	https://facebook.com/SCSAWA
SCSA Community Page	https://parent.scsa.wa.edu.au/

Higher Education Institutes

Curtin University	https://www.curtin.edu.au/
Edith Cowan University	https://www.ecu.edu.au/
Murdoch University	https://www.murdoch.edu.au/
Notre Dame University	https://www.notredame.edu.au/
TAFE	https://www.fulltimecourses.tafe.wa.edu.au/
University of Western Australia	https://www.uwa.edu.au/

1.3 Choosing Subjects 2024

The selection of courses should be made on the basis of a student's academic achievements, interests and possible future directions. Students who do not meet the entry requirements for certain courses are strongly discouraged from enrolling in such courses in Years Eleven and Twelve in 2024, as it is essential that they have demonstrated key knowledge and understandings in order to experience success in the coming two years. Detailed information is provided throughout this Handbook (and previous years' Handbooks) to guide decision making.

Each year the College reviews its offerings to meet the changing post-schooling pathways. Contained in this Handbook are our courses for consideration for 2024 and 2025. Parents and students are advised that sometimes available resources limit the possibility of timetabling various classes. Courses have minimum numbers required to be reached prior to confirming selections for 2024. Please be assured this is a carefully considered process and is at the discretion of the College. Students and families will be contacted when courses do not gain sufficient interest. Please note that upon classes being finalized, there are often limited places available and changes can be difficult to make, hence the correct first decision is always important.

It is recommended that the following should be considered when selecting courses:

Academic Ability

In order to achieve success in many senior school courses, students need to have demonstrated a high degree of academic ability and achievement in Year Ten courses. Without this background, students will invariably experience difficulties studying the Year Eleven course content. It is essential to take careful note of College Entry Requirements. Students entering Year Twelve must consider their degree of success in their chosen pathway in Year Eleven. Generally, students will progress from the Year Eleven ATAR or General Courses to the respective Year Twelve courses.

Future Intentions

Students, whether planning to seek employment attaining secondary graduation or continuing with further studies (TAFE or university), should choose courses that will maximise their options for the future. Students should also be aware that many AQF qualifications can lead to university entry with advanced standing. Please remember that ATAR courses are not the only pathway for university entrance.

Broadly, there are four options for course selections available to students.

- ATAR courses
- General courses
- Vocational Education and Training Certificates
- Endorsed programmes

It is also possible to ‘mix and match’ these options to provide students with the best platform to meet the requirements to attain the WACE and prepare themselves for life beyond school

1.4 Course Types Available

ATAR Courses

These courses are typically for students aiming to achieve entry to an Australian university directly from school. ATAR courses are examined by the School Curriculum and Standards Authority.

Each course has four units:

- Units One and Two (Year Eleven units)
- Units Three and Four (Year Twelve units). Units Three and Four must be studied as a pair, as the ATAR examination covers both units.

If the intention is to enrol in university study after school, at least four ATAR courses at Year Twelve should be studied in order to be eligible for an ATAR. The rank is used by universities around Australia as a selection device.

The Australian Tertiary Admissions Rank (ATAR)

The ATAR is a percentile rank, in which students are ranked from 99.95 downwards. For a student to achieve an ATAR of 96.0, this means that they have achieved better than 96% of the State in Year Twelve (or are in the top 4%). Generally, the minimum ATAR which universities accept for entrance is an ATAR of 70.0, though this does change each year, and students must check the TISC website for updates. Students are able to accumulate a Tertiary Entrance Aggregate over five years for entrance to Curtin, Murdoch and the University of Western Australia and there is no time limit for entrance into Edith Cowan University. An ATAR is assigned based on the Tertiary Entrance Aggregate, which is a combination of 50:50 school-based achievement and examination results (Year Twelve only).

Refer to <https://www.tisc.edu.au/static/statistics/cutoff-rank/cutoff-index.tisc> for information regarding ATARs and associated ranks.

The end of year WACE examination, which students seeking university entrance will sit at the end of Year Twelve, will contribute to 50% of the course’s final result – the other 50% is from the school-based mark. General courses do not contribute to the formation of an ATAR.

General Courses

General courses are typically for students aiming to enter further training or the workforce directly from school. These courses are not examined externally, although students will sit the Externally Set Task (administered by the SCSA) during Year Twelve in mid-Term Two. It may be possible to enter some university undergraduate

courses using school-based General courses (or a mixture of General and ATAR courses).

Foundation Courses

These courses provide a focus on functional literacy and numeracy skills, practical work-related experience and the opportunity to build personal skills that are important for life and work. Students who enrol in these courses have yet to meet the literacy and numeracy standards of OLNA.

Endorsed Units

An endorsed programme is a significant learning program that has been developed for senior secondary students. The programme may have been developed by the School Curriculum and Standards Authority, or it may have been developed by a private provider or a school and subsequently endorsed by the Authority. 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 programmes can be delivered as part of the school curriculum or as extra-curricular activities.

All endorsed programmes successfully completed and reported to the Authority by the school

- are listed on the Western Australian Statement of Student Achievement
- may contribute towards the breadth-and-depth requirement of the WACE
- may contribute towards the C grade requirement of the WACE

Each endorsed programme is allocated one, two, three or four unit equivalents. A student is able count a maximum of four-unit equivalents from endorsed programs for WACE purposes, two in Year Eleven and two in Year Twelve. Programmes are endorsed in three categories:

1. Authority-developed endorsed programmes

These endorsed programmes are developed by the Authority to provide WACE recognition for students undertaking activities of a similar nature and for which no quality-assured certificate or award is issued. A program outline that provides details of the program and the completion requirements can be downloaded by clicking on the link above.

2. Provider-developed endorsed programmes

These endorsed programmes are developed by a private provider such as a university, community organisation or training institution. Provider-developed endorsed programmes recognise structured learning programmes that result in the attainment of a quality-assured certificate or award.

3. School-developed endorsed programmes

These endorsed programmes are developed by individual schools in response to a particular need which cannot be met through a WACE course, a VET qualification or another endorsed programme.

Students must advise Ms Janine Walsh by the end of Term One 2024 of any externally endorsed studies that they are undertaking – results should be submitted by the commencement of Term Four 2024 where possible.

For further information please refer to <https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/endorsed-programs>.

1.5 The Course Selection Process

Students commencing Years Eleven and Twelve are beginning a journey that will take them beyond school to work or to one of a range of post-senior school destinations. The courses that students choose during Years Eleven and Twelve will help to direct them towards one of these destinations, but more importantly, their commitment to these courses will be paramount in determining their success.

All subjects or courses offered in Years Eleven and Twelve are developed or endorsed by the School Curriculum and Standards Authority.

- Years Eleven and Twelve students will choose five courses of study plus Religion and Life, which is a compulsory subject of study at either an ATAR or General level.
- The full time load for students is six subjects. Study lines generally are not available to students, unless there are extenuating circumstances and ongoing consideration has previously been given to student workloads in Year Eleven. These generally, would only be considered for a Year Twelve student.
- Courses are comprised of semester long units that are paired, requiring students to take a pair of units for the duration of the year (**no mid-year changes are possible**).
- Students are only able to make changes to course selections in line with the published timelines from St Brigid's College and SCSA. Beyond these deadlines, students will be required to remain in their initial selections for the calendared year.
- Students may study a limited number of Year Twelve subjects without having studied the same subject in Year Eleven, though in the majority of cases, previous study is required and/or completion of work across the December – January holidays would be required to be completed, in order to acquire the necessary grounding in the selected subject.
- Changes to pathways align with the SCSA published deadlines.

The Year Eleven Process

Students will select a range subjects forming a pathway which is directed at either university, TAFE or workplace entrance. Minimum entry requirements must be attained for each course plus teacher recommendations.

- Religion and Life and English/Literature are part of all student selections (plus one List A and List B course).
- Minimum course numbers, determined by the College do influence the final offerings, determined AFTER selections have been completed.
- Units One and Two are studied in Year Eleven and Units Three and Four in Year Twelve.
- Students must complete one of three course combination options
 - complete at least four Year Twelve ATAR courses OR
 - complete at least five Year Twelve General courses and/or ATAR courses or equivalent OR
 - complete a Certificate II (or higher) VET qualification in combination with ATAR or General courses
- In the case of small enrolments in some courses the College may combine a General and an ATAR course or a Year Eleven and a Year Twelve course.

Year Eleven 2024 Entry Requirements

For students entering Year Eleven 2024 at St Brigid's College, the following will be used in identifying a student's suitability for a subject:

1. Year Ten Half Yearly Report 2023
2. Results achieved in the given courses
3. Teacher recommendations – based on both formative and summative tasks completed.

Subjects With Entry Requirements			
Year Eleven 2024 Courses – Units 1 & 2	List	Year Ten Subject Area	Entry Requirement
Religion and Life ATAR	A	Religious Education	C Grade
Applied Information Technology ATAR	B	English	60%
Biology ATAR	B	Science	Above 50% in Course 1 Science - Biology Above 60% in Course 2 Science - Biology Above 80% in Course 3 Science - Biology
Chemistry ATAR	B	Science	Above 60% in Course 1 Science - Chemistry Above 75% in Course 2 Science - Chemistry
Dance ATAR	A	Dance English	C Grade C Grade
Drama ATAR	A	Drama English	C Grade C Grade
English ATAR	A	English	60%
Geography ATAR	A	Humanities & Social Science	60%
History: Modern ATAR	A	Humanities & Social Science	60%
Accounting & Finance ATAR	B	Mathematics	60%
Human Biology ATAR	B	Science	Above 50% in Course 1 Science – Biology Above 60% in Course 2 Science – Biology Above 80% in Course 3 Science - Biology
Italian ATAR	A	Italian	60%
Literature ATAR	A	English	70%
Mathematics Applications	B	Mathematics Course 1 or Course 2	60% or above in Course 2
Mathematics Methods	B	Mathematics Course 1	60% or above in Course 1
Mathematics Specialist	B	Mathematics Course 1	60% or above in Course 1
Media Production & Analysis ATAR	A	Media Arts English	C Grade C Grade
Physical Education Studies ATAR	B	Health and Physical Education	65% or above in Physical Education. Above 50% in Course 1 Science Above 60% in Course 2 Science Above 80% in Course 3 Science

Year Eleven 2024 Courses – Units 1 & 2	List	Year Ten Subject Area	Entry Requirement
Physics ATAR	B	Science	Above 60% in Course 1 Science - Physics Above 80% in Course 2 Science - Physics
Psychology ATAR	B	Science	Above 50% in Course 1 Science Above 60% in Course 2 Science Above 80% in Course 3 Science
Visual Art ATAR	A	Visual Art English	C Grade C Grade
Subjects Without Entry Requirements			
Year Eleven 2024 Courses – Units 1 & 2	List		
Religion and Life General	A		
Aboriginal and Intercultural Studies General	A		
Applied Information Technology General	B		
Food Science and Technology General	B		
Children, Family and Community General	A		
Dance General	A		
Drama General	A		
English General	A		
English Foundation	A		
Human Biology General	B		
Mathematics Essential	B		
Mathematics Foundation	B		
Media Production & Analysis General	A		
Physical Education Studies General	B		
Visual Art General	A		
Italian General	A		

Year Eleven 2024 Courses – Units 1 & 2	List	Year Ten Subject Area	Entry Requirement
Certificate III School Based Education Support			Desire to gain nationally recognised qualification – entrance Year Eleven only to enable full completion of certification
Certificate II Outdoor Recreation and Certificate III Sport & Recreation			Desire to gain nationally recognised qualification – entrance Year Eleven only to enable full completion of certification
Certificate II Workplace Skills (Certificate III Business Year 12)			Desire to gain nationally recognised qualification – entrance Year Eleven only to enable full completion of certification

Year Twelve Selection Process

Before choosing courses for 2024 and beyond, students and parents should -

- Read all of the material in this handbook.
- Consider all changes wisely and remember that study lines do not guarantee success.
- Consider what strategies will be employed outside of the classroom in Year Twelve to achieve well in 2024.
- Be aware of Year Eleven entry requirements for courses, based upon Semester One Grades.
- Be aware of subject choices needed for particular careers and/or post-secondary courses.
- Talk to teachers and the appropriate Curriculum Team Leader.
- Ensure the selections are discussed between parents, guardians and students.
- Offerings in Year Twelve, follow from Year Eleven offerings.
- For those families who have requested further assistance in course selection and/or the College has deemed it necessary that an interview be held, course counselling interviews will occur early in Term Three.
- Certification that are College based are only able to be commenced in Year Eleven 2024; externally delivered certificates may (at the discretion of the Registered Training Organisation) be able to be commenced in Year Twelve. Should a certificate be commenced in 2024 in Year Twelve students are advised that this qualification may not be able to be completed in the limited time frame.

Year Twelve Courses Offered 2024

It is anticipated that the vast majority of students will progress into Year Twelve without any changes made to their selections in 2024, as most courses require prior knowledge gained in the Year Eleven.

Please note – in order for success to be achieved in courses in Year Twelve, a minimum of a C grade should be attained. This should be carefully considered especially when deciding to continue an ATAR course in 2024.

Year Twelve ATAR Courses

Courses	List
Applied Information Technology	B
Biology	B
Chemistry	B
Dance	A
Drama	A
English	A
Human Biology	B
Italian	A
Literature	A
Mathematics Applications	B
Mathematics Methods	B
Modern History	A
Physical Education Studies	B
Physics	B
Psychology	B
Religion and Life	A
Visual Arts	A

Year Twelve General/Foundation Courses

General	List
Aboriginal and Intercultural Studies	A
Applied Information Technology	B
Children, Family and Community	A
Dance	A
Drama	A
English	A
Foundation English	A
Human Biology	B
Mathematics Essential	B
Physical Education Studies	B
Religion and Life	A
Visual Arts	A

Certification

Certificate III Business – continued enrolment
Certificate III School Based Education Support – continued enrolment
Certificate III Sport and Recreation

1.6 Where Do Subjects Lead?

Year Ten	Year Eleven and Twelve						
Religious Education	General Religion and Life			ATAR Religion and Life			
Arts – Dance	General Dance			ATAR Dance			
Arts – Drama	General Drama			ATAR Drama			
Arts – Media	General Media Production and Analysis			ATAR Media Production and Analysis			
Arts – Visual Arts	General Visual Arts			ATAR Visual Arts			
Technologies	Certificate III Education Support		Certificate II Workplace Skills	Certificate III Business	General Applied Information Technology		
	General Food Science and Technology	Applied Information Technology		General Children, Family and Community			
Health and Physical Education	Certificate II Outdoor Recreation/Certificate III Sport and Recreation		General Physical Education Studies		ATAR Physical Education Studies		
Humanities and Social Sciences	General Aboriginal and Intercultural Studies		ATAR Geography		ATAR History: Modern		ATAR Accounting and Finance
Language - Italian	General Italian			ATAR Italian			
English	Foundation English		General English		ATAR English		ATAR Literature
Mathematics	Mathematics Foundation	Mathematics Essentials	Mathematics Applications		Mathematics Methods		Mathematics Specialist
Science	General Human Biology	ATAR Physics	ATAR Chemistry	ATAR Human Biology	ATAR Biology		ATAR Psychology

Section 2 – Attainment

2.1 Western Australian Certificate of Education

These are the minimum requirements for students to receive their Western Australian Certificate of Education.

Complete one of three course combination options *

- complete at least four Year Twelve ATAR courses* OR

- complete at least five Year Twelve General courses and/or ATAR courses or equivalent OR
- complete a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses

Demonstrate the literacy and numeracy standards

Students must demonstrate minimum standards of literacy and numeracy by either:

- demonstrating the standard through the Online Literacy and Numeracy Assessment (OLNA); or
- pre-qualifying for a particular component by achieving Band 8 or higher in reading, writing and numeracy in their Year Nine NAPLAN and being exempted from that component in the OLNA

Meet the requirements for breadth and depth of study

Students must complete a minimum of 20 units or the equivalent, including:

- a minimum of ten Year Twelve units or the equivalent
- four units from an English course, post-Year Ten, including at least one pair of Year Twelve units from an English learning area course
- one pair of Year Twelve units from List A
- one pair of Year Twelve units from List B

Meet the achievement standard

Students must achieve 14 C grades or higher (or equivalents) in Year Eleven and Year Twelve units, including at least six C grades (or equivalents) in Year Twelve units.

ATAR Course Report

An ATAR course report is issued to students (excluding private candidates) who sit an ATAR course examination in that course. The ATAR course report records:

- moderated school marks
- examination marks
- combined score
- state-wide distribution of combined scores in that course
- the number of candidates for that examination

Folio of Achievement

At the end of senior secondary schooling, all students will receive a folio of achievement. The folio will contain one or more of the items listed below.

Contents of the folio of achievement

- **Western Australian Certificate of Education**
This certificate is issued to Year Twelve students who meet the specified requirements

- **Certificate of Distinction and Certificate of Merit**
These certificates are awarded to students who meet the eligibility criteria listed
- **Western Australian Statement of Student Achievement**
A statement of student achievement is issued to all Year Twelve students at the completion of their secondary schooling

The statement of student achievement formally records, as relevant:

- achievement of WACE requirements
- achievement of literacy (reading and writing) standard
- achievement of numeracy standard
- achievement of exhibitions and awards
- school grades, school marks, and combined scores in ATAR units
- school grades and school marks in General and ATAR units

2.2 Online Literacy and Numeracy Assessment

The OLNA is an online literacy and numeracy assessment. It is designed to enable students to successfully meet WACE requirement of demonstrating the minimum standard of literacy and numeracy.

Demonstrating the minimum literacy and numeracy standard

The minimum standard is Level 3 of the ACSF. There are two ways to demonstrate the standard:

- prequalification through Year Nine NAPLAN, or
- demonstrating the minimum standard through the Online Literacy and Numeracy Assessment.

Students who achieve Band 8 or higher in Year Nine NAPLAN Reading, Writing or Numeracy assessments will be prequalified for that component and will not be required to sit the corresponding OLNA component. For example, if a student achieves Band 8 for Reading and Writing but not for Numeracy, she will only be required to sit the OLNA Numeracy component of the assessment. The OLNA is compulsory for those students who have not prequalified in one or more of the components through Year Nine NAPLAN and want to achieve the WACE

Students will have up to six opportunities (two per year) between Year Ten and Year Twelve to demonstrate the literacy and numeracy minimum standard. Students who have not qualified (Category One or Two) at the end of 2022 will be contacted as to requirements in Year Eleven (assessment dates in March and September 2024). In order to support students additional support outside of normal school hours will be available – this is highly recommended to ensure that students do available themselves of all opportunities available

To be identified as being at risk, a student must have:

- sat the first three OLNAs (Semester One and Two in Year Ten and Semester One in Year Eleven);
- made a genuine attempt in each of those sittings, and
- not demonstrated the minimum standard.

It is expected that students who have not been successful in OLNA in Year Ten are studying at a minimum Mathematics Essentials in Year Eleven, to assist in the achievement of numeracy standards. In order to support students, additional literacy and numeracy support outside of normal school hours will be made available. It is highly recommended that students engage with these opportunities in order to maximise their performance in OLNA. Selected students may be eligible to also enrol in Foundations English and Mathematics to assist in meeting literacy and numeracy benchmarks.

Section 3 – Post School Options

3.1 University Admission

Public Universities – Western Australia

The admission requirements for the four public universities in Western Australia (Curtin, Edith Cowan or Murdoch Universities, or the University of Western Australia) are as follows:

- met the WACE requirements prescribed by the Western Australian School Curriculum and Standards Authority.
- satisfied the English competency requirement.
- A scaled mark of at least 50 at ATAR English or Literature (Edith Cowan University will accept a 'C' grade or higher if the scaled mark of 50 is not attained).
- satisfied any prerequisite or entry requirements determined by the universities.
- A scaled mark of at least 50 at ATAR Units Three and Four level in all relevant courses in Year Twelve.
- achieved a sufficiently high Australian Tertiary Admissions Rank to have gained a place in a course for which an application has been made

For the University of Western Australia and Curtin University, foreign language and mathematics marks are adjusted by 10% (This LOTE bonus is added to the TEA even if the subject is not in the best four).

The University of Notre Dame

Entrance to the University of Notre Dame is made through private application and interview. The selection process is based on -

- Secondary graduation (WACE)
- Personal qualities, motivation and academic potential
- Contribution to Church, school and community life
- Academic achievement (including ATAR)
- Minimum ATAR of 90 for Law
- Minimum ATAR of 90+ for Physiotherapy
- Minimum ATAR of 70 for all other courses **
- An interview

** All students need to aim for an ATAR as high as possible to improve their chances of being offered a place at any university.

Broadening Entrance Pathways

Increasingly, universities are broadening their admissions criteria and students are advised to check specific entrance requirements with the universities. Many universities are adopting a 'Recognition of Prior Learning' approach that will enable students who have completed various levels of certification to be considered for university entrance. State Training Provider pathway graduates need to apply through the Tertiary Institutions Services Centre for admission to the public universities and apply directly for admission to the University of Notre Dame Australia.

- In order to be considered for a university place the minimum entry requirement needs to be met.
- Achieving the minimum entry requirement does not guarantee entry to a particular course or that an applicant is competitive enough to be selected for a place at the university.
- Entry to courses is very competitive and some university courses have subject prerequisites.

Completing a diploma or advanced diploma may increase chances of selection.

- Depending on what has previously been studied, some universities may give credit for the work completed, meaning it will take less time to complete a university qualification.
- A university may change entrance requirements at their discretion. It is advised that contact be made with the selected university to discuss what pathways exist.

Alternative pathways into an ATAR pathway exist. These vary from year to year and do so at the Universities discretion. Below are some examples of previous pathways. These may vary and students are advised to contact the universities directly should they wish to pursue an alternative university entrance pathway.

University	State Training Provider Qualification	Entrance Level At University
Edith Cowan University	Certificate IV and above	University Preparation Course
		First or second year entry
Curtin University	Certificate IV. In many cases a Diploma is recommended.	First or second year entry
	Bridging courses are available for students failing to meet the entrance levels in pre-requisite courses/subjects. The two main courses are Uniready Enabling Program designed for entry to the Humanities, Health Sciences and Business. The other course is a Science and Engineering Enabling course.	
Murdoch University	Certificate IV and above	First year entry
	Murdoch University Preparation Course	
Notre Dame University	Certificate IV and above	First year entry
	<p>The Tertiary Pathway Program is for students who have not yet met the requirements for entry into the University's undergraduate degree programs. The Program provides students with academic skills focusing on analysis, research and academic literacy. The program is an alternative admission pathway into The University of Notre Dame Australia whereby students can master competencies needed for successful undergraduate study. The Tertiary Pathway Program is an innovative program that offers students:</p> <ul style="list-style-type: none"> • The opportunity to apply for entry into undergraduate studies upon successful completion. • A study environment that is both challenging and supportive. • Coursework that is contemporary. • An excellent foundation for successful undergraduate study. <p>Following successful completion of the Tertiary Pathway Program, students may gain entry to undergraduate studies in the School of Arts & Sciences, School of Business, School of Education, School of Health Sciences, School of Nursing & Midwifery and the School of Philosophy & Theology. Please note: direct entry to a number of degree programs such as Bachelor of Education (Secondary), Bachelor of Education double degrees, Bachelor of Health and Physical Education (Secondary), Bachelor of Laws, Medicine, and Bachelor of Physiotherapy are not available through the Tertiary Pathway Program.</p>	
University of Western Australia	Diploma and above	First year entry

3.2 TAFE Entrance

Competency Based Learning

Competency based learning is the approach to learning taken in Certificate courses offered. It is a practical and hands on approach to learning that is relevant to the world of work and focuses on what a student can do as a result of training. All certificates are made up of a number of units in which students need to demonstrate competency. Units of competency are determined by the industry that the certificate sits within.

A competency is the application of knowledge and skills relative to an industry standard of performance. The concept of competency focuses on what is expected of an employee in the workplace, rather than on the learning process, and embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Possible Areas of Study

TAFE has over 400 full time qualifications in a range of areas. These areas are -

Arts and Entertainment	Engineering and Mining
Automotive	Food Processing
Banking, Finance, Insurance and Property Services	Hospitality, Travel and Tourism
Building and Construction	Languages
Business and Management	Primary Industry
Clothing, Textiles, Footwear and Furnishing	Sales and Personal Services
Community Services, Health and Education	Sports and Recreation Science,
Technology and Process Manufacturing	Transport and Logistics
Computing and Information Technology	
Electrical, Electronic, Refrigeration and Air-Conditioning	

TAFE - Qualification Pathways

State Training Provider qualifications are designed in a sequence to allow movement from one qualification to the next, such as a Certificate II to a Certificate III to a Certificate IV to a Diploma. Generally, successfully completing one level provides you with the minimum entrance requirements for the next level. A student should start at the qualification level that suits their current knowledge and education level. Students can progress through to higher level qualifications as their needs, skills and interests develop. State Training Provider offers six levels of qualifications.

- Certificate I
- Certificate II
- Certificate III – offered as part of school VET certificate course (Business), Traineeships and/or additional TAFE classes
- Certificate IV– offered as part of Traineeships and/or additional TAFE classes
- Diploma
- Advanced Diploma

Certificate I and II - job ready

Certificates I and II are entry level qualifications giving students basic employability skills. Skills learnt are required by the industry area as a worker with limited responsibilities. It is at this level that St Brigid's College offers certification on campus.

Certificate III - trade and intermediate service workers

Through gaining a Certificate III employment may be gained at junior to intermediate levels in clerical, sales and service work. It is usually required for recognition as a tradesperson. Most apprenticeships and traineeships lead to a trade qualification at this level.

Certificate IV - associate professionals and supervisors

A Certificate IV provides a broad knowledge of a chosen industry and substantial depth in some areas. The qualification prepares students to take limited responsibility for others, usually in a supervisory role.

Diploma and advanced diploma - professionals and managers

Diplomas and advanced diplomas prepare students for independent work and to be involved in solving technical issues.

Minimum entrance requirements need to be met before applying for a course. Only applicants who meet minimum entrance requirements will be considered for course entry.

Selection criteria are used as the basis for assessing and scoring applications for course entry and are based on a number of factors. Meeting all of the selection criteria is not a guarantee of entry into a course. Evidence to support each selection criteria needs to be submitted at the time of application. Selection criteria for each course are available at the State Training Provider website at www.trainingwa.wa.gov.au or www.jobsandskills.wa.gov.au.

Points are awarded for school grades and subjects studied. Most courses require a minimum Level Four in any two-unit combination. More points are awarded for attaining a higher level.

Points are also awarded for relevant and non-relevant work experience, completion of VET competencies or certificates, portfolios submitted and interviews.

In summary –

- Each course has entrance requirements and selection criteria which must be met;
- Points are awarded against each selection criteria, these points are used to rank applicants; and
- Selection is based on a combination of academic merit, work experience, VET courses completed.

TAFE Entrance Requirements

Every TAFE qualification has a set of minimum entrance requirements which you must be met before your application will be considered. The entrance requirements are the academic qualifications needed before applying for a fulltime State Training Provider qualification. It is important to note that some qualifications may require particular subjects to have been studied. There are also qualifications that may require the submission of a folio.

Qualifications that require students to address the selection criteria as well as minimum entrance requirements are identified in the TAFE Guide by the course statement. For these qualifications, both the entry requirements and selection criteria are to be addressed. You must submit documentary evidence of previous education, volunteer/workplace experience and other relevant information.

Points may be awarded under the following headings -

- **General Academic Merit** – This can be shown by providing written evidence of grades achieved at school or completed qualifications from TAFE or any other academic institution.
- **Related Qualifications and Preferred Subjects** – These allow points to be gained for previous TAFE or equivalent qualifications completed. Preferred subjects allow points to be gained for some subjects that may have taken either at school, TAFE – or through other registered training organisations which relate to the qualification applied for.
- **Interview or Folio** – Some qualifications have these special requirements. This is made clear in the TAFE book on a course by course basis.
- **Life experience** – Points may also be gained for some qualifications if candidates have other life experience which is relevant or related to the qualification being applied for. If this is the case, a statement describing relevant experiences may be included.

All students are required to meet communication and mathematics benchmarks to be eligible for State Training Provider entrance.

Section 4 – Equitable Access Provisions

SCSA recognises that individual students, under circumstances outlined in the special provisions policy, may need special external assessment arrangements to allow them to demonstrate their knowledge, skills and understandings within certain courses. The underlying principle of special provisions is to ensure that appropriate, fair and reasonable arrangements and options are available for students to demonstrate their capabilities where their external assessment is affected by illness, impairment or personal circumstances. Equitable access provisions are available for practical and written examinations.

Students who are eligible for provisions are not exempt from meeting the requirements for a Western Australian Certificate of Education (WACE), or from being assessed in a course.

In considering the eligibility for provisions, SCSA is mindful of the need to balance the competing demands of allowing students to demonstrate their knowledge, skills and understandings with the need to preserve the academic integrity of the assessment process. Not all provisions trialled at school may be approved for use in the ATAR course examinations.

There are two types of provisions for the ATAR course examinations:

- **Equitable Access Provisions (examination arrangements)** – Candidates who have a temporary or permanent disability, illness and/or specific learning disability that could disadvantage them in timed assessments may apply to sit an examination under special conditions. Application is made prior to the examinations.
- **Sickness/Misadventure Provisions** – Candidates who suffer from a temporary sickness, non-permanent disability or an unforeseen event close to or during the examinations which they believe may have resulted in performance below expectations or non-attendance in particular examinations are given the opportunity to apply for assessment consideration. Application is made immediately after the examinations.

It is essential that this process is commenced as early as possible to ensure that the appropriate approved provisions are implemented at a school level.

For Further Information

Janine Walsh

Section 5 - Subjects Offered at St Brigid's College

For further information relating to syllabus requirements please access <https://senior-secondary.scsa.wa.edu.au/>

5.1 Religious Education

Religion and Life is a compulsory course of study in Catholic schools and has been developed to permit an in-depth study of Catholicism including its theology, practices and history.

Religion and Life General

Year Eleven students, who undertake General units, will focus on religion as a human activity in Semester One and the role religion plays in society in Semester Two. Students will explore experiences that lead people to look for meaning and purpose and will also investigate a variety of issues people face in their lives and the responses and solutions offered by the Catholic Church, including an expression of concern for justice and social justice in the world. Year Twelve students continuing with the General course will focus on the role religion plays in the lives of people in Semester One and religious identity in Semester Two. Students will explore how people interact with and respond to religion.

Religion and Life ATAR

Students undertaking ATAR Religion and Life units in Year Eleven begins with a focus on the place of religion in society. In Semester Two, students focus on religious identity and purpose. Students who undertake ATAR in Year Twelve begin by investigating the connection between past and present experiences of religion. Students will analyse the impact of changes within society and how these changes shape the way individuals and groups interact with religion. In Semester Two, students will focus on the interplay between religion and life and how religion responds to, and interacts with, issues that arise within society.

	Year Eleven Entrance Requirements
Results	C Grade Religious Education

For Further Information

Caterina Dwyer

5.2 Technologies

Applied Information Technology General

In Year Eleven, students use a range of computer hardware and software to create, manipulate and communicate information. Using a range of applications, students investigate, design, construct and evaluate Information Communication Technology (ICT) solutions in a range of environments. The result is a set of skills to equip the

student for the 21st century and give them an appreciation of the impact of information technology on society in general. Students will study a generalised and combined overview of the use of ICT tools to design solutions to problems. Upon enrolling to study in Year Twelve, students use a range of computer hardware and software to create, manipulate and communicate information. Using a range of applications, students investigate, design, construct and evaluate ICT solutions in a range of environments. The result is a set of skills to equip the student for the 21st century and give them an appreciation of the impact of information technology on society in general. Students will study a generalised and combined overview of the use of ICT tools to design solutions to problems.

Children, Family and the Community General

The Children, Family and the Community course provides opportunities for students to develop an understanding of the diversity of the Australian society. Recognising this diversity and promoting inclusivity among the individuals, families and groups makes up our society and provides the foundation for a cohesive community. This course examines the factors that impact on the ability of individuals and families to develop skills that enable them to live independently or to care for others. In Year Twelve Children, Family and the Community provides opportunities for students to develop an understanding of the diversity of the Australian society. Recognising this diversity and promoting inclusivity among the individuals, families and groups makes up our society and provides the foundation for a cohesive community. This course examines the factors that impact on the ability of individuals and families to develop skills that enable them to live independently or to care for others.

Food Science and Technology General – New 2024 Year Eleven!

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.

Certificate III School Based Education Support Year Eleven Entrance Only

The Certificate III in Education Support is completed over a two-year period in Years Eleven and Twelve. This qualification is best coupled with the Children, Family and Community course as this will enable students to ensure a more comprehensive understanding of the units and assist in embedding the competencies undertaken in the Certificate III course. This qualification reflects the role of workers in a range of education settings, including public and independent schools and community education settings, which provides assistance and support to teachers and students under broad-based supervision. Students who undertake study in this qualification will be required to complete a minimum of 110 hours of work placement. Please note these hours are linked to each competency and students who do not meet placement requirements will be deemed not competent in the certificate.

The Certificate III in School Based Education Support is delivered on behalf of Fremantle Education Centre.

	Year Eleven Entrance Requirements	Year Twelve Entrance Requirements
Requirement	Desire to gain nationally recognised qualification – entrance Year 11 only to enable full completion of certification.	Enrolment in Year 11 Certificate III Education Support

Certificate II Workplace Skills

This two-year course allows students to achieve two certificates by the end of year 12. In year 11 students will undertake the Certificate II Workplace skills which will prepares students for entry-level positions across a diverse range of business services settings and can help to open the door to a vast array of non-technical employment opportunities. Students will study a total of 10 units during the– including using software applications, creating electronic presentations and working effectively in a business environment. In year 12, students will complete the Certificate III Business which will allow them to further develop and build teamwork, interpersonal skills and organisational capabilities which can be used to further strengthen their employability skills post- secondary schooling. Students will study a minimum of 4 additional units this year, with at least 8 units being credit transfers from the completed Certificate II Workplace skills course.

Certificate III Business

This two-year course is designed for people who are interested in working in an office environment or would like an exposure to general business practices. Throughout this course students will carry out a range of routine procedural, clerical, administrative and operational tasks that require various technology and business skills. The skills

and knowledge attained will allow students to become familiar with trading with other businesses, providing good customer service, creating business and text documents using business software, and working within varied business processes.

Units include:

- Applying critical thinking skills in a team environment
- Supporting personal wellbeing in work practices
- Using inclusive work practices and
- Assisting with maintaining workplace safety

The Certificate III in Business will be delivered on behalf of The IVET Institute. RTO Provider Number: 40548 under a Partnership Service Agreement.

	Year Eleven Entrance Requirements	Year Twelve Entrance Requirements
Requirement	Desire to gain nationally recognised qualification – entrance Year 11 only to enable full completion of certification.	Enrolment in Year 11 Certificate III Business

Certificate IV Business – Online or Off Campus Delivery

We would like to encourage any Year Twelve student (general and certificate courses) interested in working in a business environment to consider enrolling in this Certificate IV in Business being offered by the Fremantle Education Centre, Fremantle. No previous business certificate course required. The aim of the certificate is to enable you to develop your self-management and self-leadership skills. This will enable you to further participate in the workplace and could provide you with the opportunity of senior leadership positions.

The content of the certificate is as follows:

Units	Description
BSBWHS401 Core Unit	Implement and monitor WHS policies, procedures and programs to meet legislative requirements.
BSBADM405	Organise meetings
BSBADM409	Coordinate business resources
BSBWRT401	Write complex documents
BSBITU401	Design and develop complex text documents
BSBADM407	Administer projects
BSBINN301	Promote innovation in a team environment
BSBMKG413	Promote products and services

BSBCMM401	Make a presentation
CHCDIV001	Work with diverse people

It would be advantageous for the student to have a desire to provide leadership and guidance to others. There is no work practicum required, however, any student intending to apply should have 90% school attendance. Also, the following criteria is to be met -

- General or ATAR English A or B grades in Year Eleven
- Obtained C grades in other Year Eleven courses
- Demonstrated high commitment to studies – behaviour attributes on reports
- Demonstrated high work ethic – behaviour attributes on reports
- Successfully completed all three OLNA areas by end of Year Eleven (Reading, Writing and Numeracy)

This course will require students to attend each Friday for three terms commencing February, 2024. The cost of the Certificate IV in Business is \$1150 (subject to change).

For Further Information

Margherita Almond

Applied Information Technology ATAR

In this course, students use a range of computer hardware and software to create, manipulate and communicate information. Using a range of applications, students investigate, design, construct and evaluate ICT solutions in a range of environments. The result is a set of skills to equip the student for the 21st century and give them an appreciation of the impact of information technology on society in general. Students will use extended ICT tools and high-order thinking processes to design complex and intricate solutions to real-world design problems. Major practical projects completed in this course will include Websites and mobile device applications. In Year Twelve, students use a range of computer hardware and software to create, manipulate and communicate information. Using a range of applications, students investigate, design, construct and evaluate ICT solutions in a range of environments. The result is a set of skills to equip the student for the 21st century and give them an appreciation of the impact of information technology on society in general. Major practical projects completed in this course will include Websites and mobile device applications.

For Further Information

Rob Hill

5.3 English

English Foundation

English Foundation aims to develop students' skills in reading, writing, viewing, speaking and listening in work, learning, community and everyday personal contexts. This course is for students who have not demonstrated the literacy standard in the OLNA. Such development involves an improvement in English literacy, where literacy is defined broadly to include reading ability, verbal or spoken literacy, the literacy involved in writing, and visual literacy. Students undertaking this course will develop skills in the use of functional language conventions, including spelling, punctuation and grammar.

English General

The English General course aims to consolidate and refine the skills and knowledge needed to produce competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The course design provides students with the skills needed to succeed in a wide range of post-secondary pathways by developing their language, literacy and literary skills. The course enables students to communicate successfully both orally and in writing and to enjoy and value using language. Students comprehend, analyse, interpret and evaluate the content, structure and style of a wide variety of oral, written, multimodal, digital and media texts. They learn how the interaction of structure, language, audience and context helps to shape meaning. Students are encouraged apply their knowledge to create analytical, imaginative, interpretive and persuasive texts in different modes and media.

English ATAR

The English ATAR course aims to develop analytical, creative, and critical thinking and communication skills in all language modes. It encourages students to engage critically with texts from their contemporary world, the past, and from Australian and other contexts. Students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts. Study in this course focuses on the similarities and differences between texts and how visual elements combine with spoken and written features to create meaning. Students compare and evaluate the effects of different media, forms and modes on the structure of texts and how audiences respond to them. Through close study of texts, students explore relationships between content and structure, voice and perspectives, the text and context. This provides the opportunity for students to extend their critical analysis skills in relation to texts studied in class as well as through their own wider reading and viewing, which is integral to success in this course

Year Eleven Entrance Requirements	
Results	60% English

Literature ATAR

The Literature ATAR course aims to develop student understandings of different ways of reading and creating literary texts drawn from a broad range of contexts. Students engage with literary theory and study literary texts in close detail. Students learn to read texts in terms of their cultural, social and historical contexts, their values and attitudes; and their generic conventions and literary techniques. They enter into the discourse about readings, reading practices and the possibility of multiple readings. Students create analytical responses that are evidence-based using literary terminology. The course also develops knowledge and understanding of the relationship between language, culture and identity in literary texts. Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms. They learn about the dynamic nature of literary interpretation and consider the insights texts offer, their use of literary conventions and aesthetic appeal. Students are encouraged to extend their critical thinking skills in relation to texts studied in class as well as through their own wider reading, which is vital to success in this course.

	Year Eleven Entrance Requirements
Results	70% English

For further information

Maxine Brown

5.4 Health and Physical Education

Physical Education Studies General

The Physical Education Studies General course has a central focus on the development of the whole person. It promotes the physical, social and emotional growth of the person. The Physical Education Studies General course provides students with opportunities to understand and improve performance through the integration of theoretical concepts and practical activities. Through engagement as performers, leaders, coaches, analysts and planners of physical activity, students may develop skills that can be utilised in leisure, recreation, education, sport development, youth work, health and medical fields.

The course is divided into six interrelated content areas;

- Functional anatomy
- Exercise physiology
- Biomechanics
- Motor learning and coaching
- Sports psychology
- Development of physical skills and tactics

The combination of theory and practice is central to studies in this course and is evident with the integration of written, oral and active learning experiences.

Certificate II Outdoor Recreation & Certificate III Sport and Recreation

The Certificate II Outdoor Recreation in Year Eleven aims to develop the skills and knowledge of the outdoors and to enable students to work within a team in an outdoor environment. Students will develop skills in canoeing and water rescue, cycling, snorkelling, bushwalking and navigation, camp cooking, providing senior first aid and assist in the running of outdoor activities. The course includes both water and land activities, incorporating a range of outdoor education skills and a camp to consolidate these skills. The Certificate III Sport and Recreation in Year Twelve provides students the opportunity to develop their skills and learn how to; work effectively in sport, fitness and recreation environments, plan and conduct programs, organise schedules, coaching apply senior first aid and use social media tools for collaboration and engagement.

The Certificate II Outdoor Recreation and Certificate III Sport and Recreation courses are nationally recognised vocational qualification under the Australian Qualifications Framework (AQF). Completion of these certificate qualifications provide opportunities for students to access short term and long-term employment. Students develop relevant technical, vocational and interpersonal competencies suitable for employment and further training in the sport and outdoor recreation industries, as well as skills, knowledge and experiences that are transferable to other industry areas. These courses encourage students to engage in a vocational context within senior secondary education, foster a positive transition from school to work, and provides a structure within which students can prepare for further education, training and employment.

The Certificate II Outdoor Recreation and the Certificate III Sport and Recreation is delivered on behalf of The IVET Institute. RTO Provider Number: 40548 under a Partnership Service Agreement.

Year Eleven Entrance Requirements	
Requirement	Desire to gain nationally recognised qualification – entrance Year 11 only to enable full completion of both certificates.

Physical Education Studies ATAR

The Physical Education Studies ATAR course has a central focus on the development of the whole person. It promotes the physical, social and emotional growth of students. In the Physical Education Studies ATAR course students learn about physiological, psychological and biomechanical principles, and apply these to analyse and improve personal and group performances in physical activities. The course appeals to students with varying backgrounds, physical activity knowledge and dispositions. The course

provides students with opportunities to develop skills that will prepare them for a variety of post-school pathways, including immediate employment or tertiary studies. The course also provides students with an increasingly diverse range of employment opportunities in the sport, leisure and recreation industries, education, sport development, youth work and health and medical fields linked to physical activity.

The course is divided into six interrelated content areas;

- Functional anatomy
- Exercise physiology
- Biomechanics
- Motor learning and coaching
- Sports psychology
- Development of physical skills and tactics

The combination of theory and practice is central to studies in this course and is evident with the integration of written, oral and active learning experiences

	Year Eleven Entrance Requirements
Results	Above 65% in Physical Education Above 50% in Course 1 Science Above 60% in Course 2 Science Above 80% in Course 3 Science

For Further Information

Luke Ford

5.5 Humanities and Social Sciences

Aboriginal and Intercultural Studies General

Aboriginal histories and cultures are fundamental to the development of Australian identity and the formation of contemporary Australian society.

The Aboriginal and Intercultural Studies General course provides for both Aboriginal and non-Aboriginal students to explore 'shared histories' and involve themselves in active reconciliation. This course affirms the cultural experience and identity of Aboriginal students. *All students* have opportunities to learn from, and with, the First Nations People of Australia.

This course offers key skills and knowledge for citizens living in a contemporary multicultural Australia and for participation in an increasingly global community. These skills are also highly valued in today's workplaces as the ability to work effectively in a culturally diverse environment is important in a wide range of vocational contexts.

The content of the course develops the knowledge and understanding of Australian First Nations Peoples as being the oldest, living, continuous cultures in the world.

Studies include an understanding of Deep Time, recognising the diversity of First Nations Peoples and to develop an awareness of the ways the First Nations Peoples' identities are expressed around the world. Cultural expression through the arts are investigated and students understand how the First Nations Peoples maintain, share and revitalise their cultural knowledge and values.

When exploring social change, the empowerment of people, and issues of sustainability and environmental protection, examples are drawn from First Nations peoples from other countries and cultures such as the Maori in New Zealand and First Nations of the USA and Canada. Students will also study how government policies of the past have impacted on the political, economic and social landscape of all Aboriginal peoples.

Geography ATAR

Geography is a fascinating and useful subject that covers a wide range of topics and provides a great general understanding of natural and cultural environments and the relationship between the two. The study of Geography enables students to appreciate the complexity of our world and the diversity of its environments, economies and cultures and use this knowledge to promote a more sustainable way of life and awareness of social and spatial inequalities.

Natural and Ecological Hazards

This unit focuses on understanding how these hazards and their associated risks are perceived and managed at local, regional and global levels. Students explore natural hazards and risk management, prevention, and mitigation of hazards and how communities, organisations and government can be prepared for hazards.

Global Networks and Interconnection

This unit focuses on the process of international integration (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. The unit explains how advances in transport and communication technology have lessened the friction of distance and have impacted at a range of local, national and global scales.

Global Environmental Change

The Earth's surface is constantly changing and most environments are being modified by human activity. The scale at which these processes are occurring is so extensive that very few truly 'natural' environments still exist and most are now, to some degree, anthropogenic in nature. Students examine the processes causing change in land

cover. They undertake two depth studies through which they develop an understanding of the use and application of geographical inquiry, tools such as spatial technologies, fieldwork and other skills, to investigate human– environment systems.

Planning Sustainable Places

This is a unit about urban planning. In a world where more than half the people live in urban areas, it is an increasingly important challenge to design workable, vibrant and sustainable cities. Students undertake two depth studies. The first study focuses on challenges in metropolitan Perth. The second study focuses on challenges faced in a megacity.

	Year Eleven Entrance Requirements
Results	60% Humanities and Social Sciences

Modern History ATAR

The Modern History course enables students to study the forces that have shaped The Modern History course enables students to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live. The focus is on the significant events and movements of the 20th century. The course encourages students to make connections with the changing world of the 21st century. Modern history enhances students' curiosity and imagination and their appreciation of larger themes, individuals, movements, events and ideas that have shaped the contemporary world.

The History syllabus has as its basis the notion that there is no one definitive story of the past. History is in part a search to understand ourselves and others. Through exploring the past, a society can obtain insights into its current practices, problems and values, providing an informed basis for determining its future

Unit 1 – Year 11: Understanding the Modern World

Unit One introduces significant developments in the modern period and the ideas that underpinned them, such as feudalism, militarism and the modernisation/westernisation of Japan from 1853 - 1911.

Unit 2 – Year 11: Movements for Change in the Twentieth Century

Unit Two examines significant movements developed in response to the ideas studied in Unit One that brought about change. The unit focuses on the ways in which individuals, groups and institutions challenge authority and transform society. Students study the rise of Nazism in Germany.

Unit 3 - Year 12: Modern Nations in the 20th century

This unit examines the characteristics of modern nations in the 20th century; their responses to the crises they experienced and the different paths nations have taken.

Students will study Russia from 1914 - 1945 and investigate the challenges of creating a stable government within a new political, social and economic order.

The Modern World Since 1945

This unit examines some significant and distinctive features of the modern world within the time period 1945 – 2001 to build students' understanding of the contemporary world. These include changes to the nature of the world order: shifting international tensions, the beginnings of the Cold War including alliances and power blocs.

	Year Eleven Entrance Requirements
Results	60% Humanities and Social Sciences

For Further Information

Cathy Santarelli

Accounting and Finance ATAR – New 2024 Year Eleven!

The Accounting and Finance ATAR course focuses on financial literacy and aims to provide students with the knowledge, understandings and a range of skills that enables them to make sound financial judgements. Students develop an understanding that financial decisions have far reaching consequences for individuals and business. The course will provide students with the understanding of the systems and processes through which financial practices and decision making are carried out, as well as the ethical, social and environmental issues involved. Through the preparation, examination and analysis of a variety of financial documents and systems, students develop an understanding of the fundamental principles and practices upon which accounting and financial management are based. An understanding and application of these principles and practices enables students to analyse their own financial data and that of businesses and make informed decisions, forecasts of future performance, and recommendations based on that analysis.

	Year Eleven Entrance Requirements
Results	60% Mathematics

For Further Information

Rob Hill

5.6 Languages

*Students wishing to study a language in 2024 must complete the
SCSA Language Eligibility eForm.*

Universities in Western Australia will offer an ATAR Bonus to Western Australian Certificate of Education students who undertake study of a language other than English in Year Twelve and 10% of a student's final scaled score in a School Curriculum and Standards Authority approved language other than English course will be added to that student's Tertiary Entrance Aggregate, even if the course score is not one of a student's best four scores.

Italian: Second Language General

This course focuses on students gaining knowledge and an understanding of the culture and language of Italian-speaking communities. The Italian: Second Language General course can connect to the world of work, further study and travel. This course is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community and to provide the foundation for life-long language learning. This course is aimed at students who may have no prior knowledge or experience of the Italian language, or may have studied the Italian language and culture through classroom teaching in an Australian school. The Year 11 syllabus is divided into two units.

Unit One focuses on *Questo mio mondo* (Here and now) through three topics:

- *Presentiamoci!* (Let's introduce ourselves!)
- *La vita quotidiana dei giovani in Italia* (Daily life of young people in Italy).
- *La tecnologia nella vita quotidiana* (Technology in daily life), where students develop communication skills in Italian and gain an insight into the language and culture.

Unit Two focuses on *Cose da fare, luoghi da visitare!* (Things to do, places to go!) through the three topics:

- *Il mio quartiere* (My neighbourhood)
- *Lavoro e divertimento in Italia* (At work and at leisure in Italy)
- *La tecnologia e il tempo libero* (Technology and leisure), students develop communication skills in Italian and gain an insight into the language and culture.

Year Eleven Entrance Requirements Results:

This course is aimed at students who may have no prior knowledge or experience of the Italian language. Entry to course is dependent on consultation with CTL – Language.

For Further Information

Maria Calabro

Italian: Second Language ATAR

The Italian: Second Language ATAR course is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community and to provide the foundation for life-long language learning. The focus of this course is on further developing a student's knowledge and understanding of the culture and the language of Italian-speaking communities. Students gain a broader and deeper understanding of the Italian language and extend and refine their communication skills. Relevant and engaging tasks, delivered through a range of appropriate contexts and topics, develop literacy in the Italian language as well as extend literacy development in English.

Unit One: Rapporti (Relationships) examines three topics -

- Rapporti in famiglia, tra gli amici e a scuola (Family, friend and school relationships).
- Le tradizioni, gli spettacoli e le feste (Traditions, events and celebrations).
- Comunicare nel mondo moderno (Communicating in a modern world).

Unit Two: Andiamo! (Travel – let's go!) examines four topics -

- Le vacanze - racconti e progetti (My holiday tales and plans).
- Destinazione Italia (Destination Italy).
- Destinazione Australia (Destination Australia).
- Viaggiare oggi (Travel in a modern world).

Unit Three: Grazie Italia (Thank you Italy) examines three topics -

- Cose italiane (All things Italian). Students reflect on the place of things Italian in their lives and in their community.
- La vita italiana (Italian lifestyle). Students explore the lifestyle, interests and activities in the everyday life of Italians.
- Il Made in Italy nel mondo (Il Made in Italy around the world). Students consider Il Made in Italy as a global brand and explore the contribution of Italians.

Unit Four - Ieri, oggi e domani (Yesterday, today and tomorrow) examines three topics -

- Riflettiamo sulla vita e pensiamo al futuro (Reflecting on life and planning the future). Students reflect on their final year at school and their plans for the future: further education, employment and travel.
- I problemi dei giovani oggi (Youth issues). Students explore employment, smoking and alcohol as issues for Italian youth.

- I problemi ambientali (Environmental issues). Students consider current issues in the global community in relation to the environment: climate change and pollution.

	Year Eleven Entrance Requirements
Results	68% - Italian

5.7 Mathematics

Mathematics Foundation

The Mathematics Foundation course focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the WACE. This course is for students who have not demonstrated the numeracy standard in the OLNA. It provides students with the knowledge, skills and understanding to solve problems across a range of contexts including personal, community and workplace/employment. This course provides the opportunity for students to prepare for post-school options of employment and further training.

In the Mathematics Foundation course, the main emphasis is on developing students' capacity, disposition and confidence to use functional numeracy in their personal life and workplace. The Mathematics Foundation course uses a practical approach and provides students with a variety of opportunities to apply mathematical concepts across a range of everyday situations. The Mathematics Foundation course recognises some students have significant gaps in basic mathematical understanding and application by the time they enter senior school. However, these same students have the potential to learn, especially when involved in a learning program which connects with their current experience and knowledge. The course focuses on functional numeracy embedded in familiar and meaningful contexts which are relevant to young adults. It also involves drawing on knowledge of the context in deciding when to use mathematics and whether an estimate or an accurate answer is required; extracting the mathematical information from the context, and choosing the appropriate mathematics to use. Numeracy requires reflecting on and evaluating the use of the mathematics, and being able to represent and communicate the mathematical results.

Mathematics Essential

Mathematics Essential is a general course which focuses on using mathematics effectively, efficiently and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings. This course provides the opportunity for students to prepare for post-school options of employment and further training. The course includes reasoning, and critically

interpreting and analysing information represented through graphs, tables and other statistical representations to make informed decisions. The ability to transfer mathematical skills between contexts is a vital part of learning in this course. For example, familiarity with the concept of a rate enables students to solve a wide range of practical problems, such as fuel consumption, travel times, interest payments, taxation, and population growth.

Mathematics Applications

The Mathematics Applications course is designed for students who want to extend their mathematical skills beyond Year Ten level but whose future studies or employment pathways do not require knowledge of calculus. Mathematics Applications focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve analysing univariate and bivariate data, including time series data. Throughout the course, there is an emphasis on the use and application of digital technologies.

	Year Eleven Entrance Requirements
Results	60% or higher in Course 2 Mathematics

Mathematics Methods

Mathematics Methods is a course which focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.

The major themes of the Mathematics Methods course 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. Statistics is used to describe and analyse phenomena involving uncertainty and variation. For these reasons, this course provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences. This course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

Please note - Ten percent of the final scaled score(s) in Mathematics Methods (and Mathematics Specialist) will be added to the Tertiary Entrance Aggregate, from which

the Australian Tertiary Admission Rank (ATAR) is derived. The bonus does not apply to Mathematics Applications.

	Year Eleven Entrance Requirements
Results	60% or above in Course 1 Mathematics

Mathematics Specialist

Depending on student numbers, this course may combine with the Year Twelve Mathematics Specialist class.

Mathematics Specialist provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. The Mathematics Specialist course contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods course, as well as demonstrate their application in many areas. This course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. The Mathematics Specialist course is the only ATAR Mathematics course that cannot be taken as a stand-alone course. That is, it must be studied in conjunction with Mathematics Methods.

Both mathematics and statistics are widely applicable as models of the world around us and there is ample opportunity for problem solving throughout the Mathematics Specialist ATAR course. There is also a sound logical basis to this subject, and in mastering the course, students will develop logical reasoning skills to a high level. The Mathematics Specialist course provides opportunities, beyond those presented in the Mathematics Methods course, to develop rigorous mathematical arguments and proofs and to use mathematical and statistical models more extensively.

Please note - Ten percent of the final scaled score(s) in Mathematics Specialist (and Mathematics Methods) will be added to the Tertiary Entrance Aggregate, from which the Australian Tertiary Admission Rank (ATAR) is derived. The bonus does not apply to Mathematics Applications.

	Year Eleven Entrance Requirements
Results	60% or above in Course 1 Mathematics

For Further Information

Sarah Pontre

5.8 Science

Human Biology General

The Human Biology General course gives students a chance to explore how the human body works. Students focus on bones, muscles, nerves and hormones, and how they maintain the body to act in a coordinated manner. The causes and spread of disease and how humans respond to invading pathogens are studied, as well as the role of males and females in the process of reproduction. Students investigate the body systems through real or virtual dissections and practical examination of cells, organs and systems. They research contemporary treatments for dysfunctions of the body systems and are encouraged to use ICT to interpret and communicate their findings in a variety of ways. Second-hand data is used to investigate transmission of diseases from a historical perspective and recent global incidences.

Responsible citizens need to be able to evaluate risks, ethical concerns and benefits to make informed decisions about matters relating to lifestyle and health. Issues such as diet, medical treatments and the manipulation of fertility are examples in which personal choices have an impact on health and wellbeing. Other topics are often the subject of community debate: obesity, effects of drugs and alcohol use during pregnancy, infectious diseases and hygiene. With an understanding of human biology, students are more-able to make better life decisions, and to be more effective contributors to the discussions related to health issues in the community.

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

Biology ATAR

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

The course aims to develop the students -

- sense of wonder and curiosity about life and respect for all living things and the environment
- understanding of how biological systems interact and are interrelated; the flow of matter and energy through and between these systems; and the processes by which they persist and change

- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts ability to plan and carry out fieldwork,
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

These aims are achieved through the study of four units across two years, with each unit focussing on certain aspects of the course.

- Unit One – Ecosystems and biodiversity
- Unit Two – From single cells to multicellular organisms
- Unit Three – Continuity of species
- Unit Four – Surviving in a changing environment

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

Year Eleven Entrance Requirements	
Results	Above 50% in Course 1 Science - Biology Above 60% in Course 2 Science - Biology Above 80% in Course 3 Science - Biology

Chemistry ATAR

Chemistry is the study of materials and substances, and the transformations they undergo through interactions and the transfer of energy. The Chemistry course develops students' understandings of the key chemical concepts and models of structure, bonding, and chemical change, including the role of chemical, electrical and

thermal energy. Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for particular purposes.

Students explore key concepts and models through active inquiry into phenomena and through contexts that exemplify the role of chemistry and chemists in society. Students design and conduct qualitative and quantitative investigations both individually and collaboratively. They investigate questions and hypotheses, manipulate variables, analyse data, evaluate claims, solve problems and develop and communicate evidence-based arguments and models. Thinking in chemistry involves using differing scales including macro, micro and nano-scales; using specialised representations such as chemical symbols and equations; and being creative when designing new materials or models of chemical systems. The study of chemistry provides a foundation for undertaking investigations in a wide range of scientific fields and often provides the unifying link across interdisciplinary studies.

The Chemistry course is divided into four units which are studied over two years. These units allow a logical progression of skill, knowledge and understanding development.

- Unit One – Chemical fundamentals: structure, properties and reactions
- Unit Two – Molecular interactions and reactions
- Unit Three – Equilibrium, acids and bases, and redox reactions
- Unit Four – Organic chemistry and chemical synthesis

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

	Year Eleven Entrance Requirements
Results	Above 60% in Course 1 Science - Chemistry Above 75% in Course 2 Science - Chemistry

Human Biology ATAR

Human Biology covers a wide range of ideas relating to the functioning human. Students learn about themselves, relating structure to function and how integrated regulation allows individuals to survive in a changing environment. They research new discoveries that are increasing our understanding of the causes of dysfunction,

which can lead to new treatments and preventative measures. Reproduction is studied to understand the sources of variation that make each of us unique individuals. Through a combination of classical genetics, and advances in molecular genetics, dynamic new biotechnological processes have resulted. Population genetics is studied to highlight the longer term changes leading to natural selection and evolution of our species. Across the two years of Human Biology students will address the following objectives –

Science Inquiry Skills

- plan and conduct investigations
- analyse data, draw conclusions, evaluate investigation design and findings
- evaluate the impact of advancements in human biology on individuals and society
- communicate understandings of human biology.

Science as a Human Endeavour

- understand that knowledge of human biological systems has developed over time and continues to develop with improving technology
- understand how scientists use knowledge of human biological systems in a wide range of applications
- understand how knowledge of human biological systems influences society in local, regional and global contexts.

Science Understanding

- understand structure and function in the body (Year Eleven)
- understand inheritance in humans (Year Eleven)
- understand how the body maintains homeostasis (Year Twelve)
- understand human variability and evolution. (Year Twelve)

	Year Eleven Entrance Requirements
Results	Above 50% in Course 1 Science - Biology Above 60% in Course 2 Science - Biology Above 80% in Course 3 Science - Biology

Physics ATAR

Physics is a fundamental science that endeavours to explain all the natural phenomena that occur in the universe. Its power lies in the use of a comparatively small number of assumptions, models, laws and theories to explain a wide range of phenomena, from the incredibly small to the incredibly large. Physics has helped to unlock the mysteries of the universe and provides the foundation of understanding upon which modern technologies and all other sciences are based. In this course, students gather, analyse and interpret primary and secondary data to investigate a range of phenomena and technologies using some of the most important models, laws and theories of physics, including the kinetic particle model, the atomic model, electromagnetic theory, and the laws of classical mechanics.

Students learn how an understanding of physics is central to the identification of, and solutions to, some of the key issues facing an increasingly globalised society. They consider how physics contributes to diverse areas in contemporary life, such as engineering, renewable energy generation, communication, development of new materials, transport and vehicle safety, medical science, an understanding of climate change, and the exploration of the universe.

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

	Year Eleven Entrance Requirements
Results	Above 60% in Course 1 Science - Physics Above 80% in Course 2 Science - Physics

Psychology ATAR

This course introduces students to a breadth of knowledge focusing on the psychology of self and others. Psychological knowledge helps us understand factors relating to individuals, such as: cognition, or the way we think; biological bases of behaviour; and personality, the enduring traits that distinguish individuals. Psychological knowledge also helps us understand the way that individuals function within groups. This consists of knowledge associated with socialisation, moral development, the formation of attitudes and also how people relate and communicate. On a larger scale, psychological knowledge can help us to understand how individuals function within different contexts and how this is influenced by culture, shaping people's values, attitudes and beliefs.

Psychology is very useful, both to individuals assisting us to improve ourselves and our relationships, and to society as a whole. It can be applied to any context in which humans are involved. Through this course, students gain valuable insights and understandings into both themselves and their worlds. Methods of communication studied enhance personal communication skills, both within the field of psychology and in the context of daily life. Students also develop important research skills as they engage in the exploration and evaluation of data to illustrate how empirical procedures are used to examine phenomena such as intelligence and personality.

This course is designed to integrate the understanding of scientific principles, the acquisition of psychological knowledge and the application of both in an enjoyable and contemporary way. The study of psychology is highly relevant to further studies

in the health professions; education, human resources, social sciences, sales, media and marketing and management.

	Year Eleven Entrance Requirements
Results	Above 50% in Course 1 Science Above 60% in Course 2 Science Above 80% in Course 3 Science

For Further Information

Darren McGoran

5.9 The Arts

Dance General Year Eleven

The Dance General course involves the making and performing of movement and the appreciation of its meaning. Through decision-making processes, students use a wide range of creative strategies to create dance works. They also learn how dance styles and forms are historically derived and culturally valued. The elements of dance and processes of choreography are explored, and students solve structured choreographic tasks to produce dance works for performance. Technologies and design concepts are introduced to the planning stage to enhance dance creation. In practical lessons, they improve safe dance practices and their physical competencies while acquiring genre-specific technique. Genre specific dance styles of contemporary, jazz, and hip hop will be explored.

Year Twelve

Through practical lessons, students use safe dance practices and improved physical competencies to acquire genre-specific technique. Performance qualities and etiquette are improved through increased opportunities for performance of popular styles. Students solve choreographic tasks to produce dance works incorporating dance elements, choreographic processes, safe dance practice, technologies and design concepts that reflect current popular trends. Genre specific dance styles that will be explored are contemporary, jazz, hip hop and tap. An understanding of the Year Eleven content is assumed knowledge for students in Year Twelve. Opportunities to perform in increasingly formal environments enhance the ability to develop individual stage presence. An understanding of the diverse range of functions and contexts of dance in Australia enables students to make relevant comparisons between their own dance and the dance of others.

Dance ATAR Year Eleven

This unit focuses on the exploration of dance in popular culture and how this leads to a wider understanding of the diverse contexts and functions of dance in society. The

exploration of dance in popular culture leads to a wider understanding of the diverse contexts and functions of dance in our society. Students understand and value the way dance is subject to different interpretations. This unit focuses on the diverse range of functions and contexts of dance in Australia. Students will be given an opportunity to choregraph for themselves and others using different genres of dance.

Year Twelve

Students explore learning contexts that reflect their own cultural understanding and produce unique work with a personal style. Students research factors affecting points of view, such as time, place, gender, age, culture, religion politics and the environment. They consider how dance reflects and is shaped by society and its values. They also investigate the impact of technologies on dance. The focus of this unit is extending the boundaries. Students investigate learning contexts that reflect their own artistic understanding and produce unique dance work. They investigate how technologies are used to extend and enhance dance design. Students research issues and reflect on events which may influence dance. Students will critically analyse their own work and the work of others, reflecting on the relationships between dance works, audiences, and contexts, and how these contribute to the development of different perspectives.

	Year Eleven Entrance Requirements
Results	C Grade Dance C Grade English

Drama General

Year Eleven

The focus of this course is dramatic storytelling and performance events. Students engage with the skills, techniques, processes, and conventions of dramatic storytelling and producing drama. Students view, read and explore how to perform scripts and/or script excerpts from Australian and/or world sources. Student work in this course includes production and design roles such as costume, set, sound and lighting design. The course develops a range of personal skills, knowledge and understandings that can be transferred to a range of careers and situations.

Year Twelve

The focus for this course is realistic and non-realistic drama. Students explore characterisation and performance and production roles and techniques. Students can research and collaboratively workshop, interpret, perform, and produce texts using realistic and non- realistic drama techniques. Student work in this course includes production and design roles such as costume, set, sound and lighting design. The course develops a range of personal skills, knowledge and understandings that can be transferred to a range of careers and situations.

Drama ATAR

Year Eleven

This unit focuses on realistic and non-realistic drama. In this unit, students can research and collaboratively workshop, interpret and perform drama texts using techniques related to the drama styles studied. Students engage in drama processes such as improvisation, rehearsal approaches, text interpretation, characterisation and direction. Student work in this course includes production and design such as costume, set, sound and lighting design. The course develops a range of personal skills, knowledge and understandings that can be transferred to a range of careers and situations.

Year Twelve

This unit focuses on the realisation of drama text, context, forms, and styles through the application of a selected approach such as Anne Bogart and Frantic Assembly. Students engage in drama processes such as improvisation, rehearsal approaches, text interpretation, characterisation and direction. Student work in this course includes work in direction, acting and design, such as costume, set, sound and lighting design. The course develops a range of personal skills, knowledge and understandings that can be transferred to a range of careers and situations.

Year Eleven Entrance Requirements	
Results	C Grade Drama C Grade English

Media Production and Analysis General

Year Eleven

Digital technologies have had an impact on, and extended, the capacity that the media play in all Australian lives. Through new technologies, the role of the audience has shifted from a passive consumer to a more active participant, shaping the media through interaction and more accessible modes of production and dissemination of media work. In Media Production and Analysis, students' interaction and opportunity to use technologies enables them to engage with current media and adapt to evolving media platforms. The two units studied in Year 11 include 'Mass Media' and 'Point of View'.

Media Production and Analysis ATAR

Year Eleven

This course involves identifying what is meant by 'popular' culture and considering the types of media, ideas and audiences from which popular culture evolves. Students analyse, view, listen to and interact with a range of popular media, develop their own ideas, learn production skills, and apply their understandings and skills in creating their own productions. Students develop production and analytical skills and apply their understanding of media languages and audiences. Students will also further their

understanding of journalistic media during the course. Students analyse, view, listen to and interact with a range of journalistic genres and they undertake more extensive research into the representation and reporting of groups and issues within media work. They draw on knowledge when developing ideas for their own productions. Students extend their understanding of production practices and responsibilities.

	Year Eleven Entrance Requirements
Results	C Grade Media Arts C Grade English

Visual Arts General

Year Eleven

Students develop artworks based on their lives and personal experiences, observations of the immediate environment, events and/or special occasions. They participate in selected art experiences aimed at developing a sense of observation. Students discover ways to compile and record their experiences through a range of art activities and projects that promote a fundamental understanding of visual language. Students acquire various skills using processes of experimentation and discovery. Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment. They use a variety of inquiry approaches, techniques and processes when creating original artworks. When exploring ideas and approaches to art making, students investigate the work of other artists. They learn to identify stylistic features of art forms from different times and places and explore ways to manipulate art elements and principles to generate, develop and produce their own artwork.

Year Twelve

Students become aware that artists gain inspiration and generate ideas from diverse sources, including what is experienced, learned about, believed in, valued, imagined, or invented. Students, through research and/or first-hand experience of artworks consider the ways in which artists, past and present, have been inspired to develop artworks. They are given opportunities to present or exhibit their work, to describe their source(s) of inspiration and to evaluate the process and success of their finished artworks. Students explore and develop ideas through the investigation of different artists, art forms, processes, and technologies. Students investigate spontaneous and analytical styles of drawing, experimenting with a range of media and techniques. They investigate ways to document their thinking and working practices, refining their reflection and decision-making skills. Furthermore, students investigate a variety of artworks and media to further develop their understanding of the creative process and learn how to apply new analytical and production skills and techniques in the communication of their own ideas.

Visual Arts ATAR

Year Eleven

Students may, for example, consider differences arising from cultural diversity, place, gender, class, and historical period. Differences relating to art forms, media and conventions may also provide a stimulus for exploration and expression. Students will create a body of work that explores the chosen theme and will include influences from other artist's, observational drawing, experimenting with media, developing their idea and manipulating visual language ready to begin their final artwork. They will also respond to artworks and artist's focusing on visual language, personal response, meaning, purpose and contexts. They become aware that self-expression distinguishes individuals as well as cultures. Students use a variety of stimulus materials and use a range of investigative approaches as starting points to create artwork. They develop a body of work on their chosen theme, which will include the development of ideas and concepts and making informed choices about the materials, skills, techniques and processes they will use to produce their final artwork.

Year Twelve

Students engage with the social and cultural purposes of art making to produce a unique and cohesive body of work. Students transform ideas and develop concepts using innovative approaches to art making and presentation. They document their thinking and working practices, having the flexibility to work across media and art forms. Students research artwork providing critical comment on the meaning, purpose and values communicated. Students investigate the social functions of art, for example political and ideological expression, satire, social description, or graphic communication. Students identify and explore concepts or issues of personal significance in the presentation of a sustained, articulate, and authentic body of work. Skills, techniques, and processes are combined in the pursuit of new art forms, innovation, and personal style. They research and analyse factors affecting points of view such as time, place, culture, religion, and politics, synthesising this knowledge to express a personal artistic viewpoint or position.

\$ - Additional costs for Art materials may be required.

Year Eleven Entrance Requirements	
Results	C Grade Visual Arts C Grade English

For Further Information

Mark Sills

6.0 Flexitrack High

Year Twelve Students

St Brigid's College has entered into a partnership with Murdoch University to offer our Year Twelves placement into Flexitrack High. This programme provides a structured and supportive learning experience for students who are seeking an alternative option to an ATAR entry pathway into university. The course is designed to prepare students for under graduate studies at Murdoch University and is an outstanding pathway to assist in university preparation for students not seeking to complete ATAR studies. Flexitrack -

- Provides explicit instruction in the foundational academic skills of reading, writing, analysing and researching.
- Develops capacity to engage critically with texts and argue effectively

The course runs over 30 weeks (three school terms in Year Twelve), and is delivered at St Brigid's College (5 lessons per week) by our staff, in collaboration with our allocated Academic Tutor from Murdoch University. Students on successful completion are granted a Murdoch indicative ATAR of 70.0 which can be used for entrance into all courses except Law, Veterinary Science and Engineering and are equivalent to four endorsed units for WACE attainment. This will replace one subject, determined by the College.

Entrance into this programme is by application only, and the following selection criteria apply. An initial application for consideration will need to be submitted to the College BEFORE students apply to Murdoch University. Selected students:

- Study a maximum of 2 ATAR subjects (the preferred being ATAR English).
- Ideally have completed the ATAR pathway in Year Eleven (minimum D grades) or completed a VET pathway (with grades of A and B in all subjects).
- A or B Grade attained in Semester One Year Eleven General English or a D Grade attained in Semester One Year Eleven ATAR English.
- A desire to complete a university preparation course.

Students are engaged in intensive days at the College during examination weeks (schedule to be confirmed in 2024). These days are compulsory attendance.

For Further Information

Janine Walsh and Maxine Brown

Appendix

6.1 Contact Staff

Deputy Principal	Ms Janine Walsh walsh.janine@stbrigids.wa.edu.au 9290 4234
Head of Secondary Director of Boarding	Ms Fiona Hepi hepi.fiona@stbrigids.wa.edu.au 9290 4231
Team Leader – Year Twelve	Mrs Michelle McGregor mcmgregor.michelle@stbrigids.wa.edu.au 9290 4267
Team Leader – Year Eleven	Mr Derek Cumpsty Cumpsty.derek@stbrigids.wa.edu.au 9290 4228
Careers and Transitions Coordinator VET Coordinator	Mrs Margherita Almond almond.margherita@stbrigids.wa.edu.au 9290 4211
Team Leader – Religious Education	Mrs Caterina Dwyer dwyer.caterina@stbrigids.wa.edu.au 9290 4239
Team Leader – English	Mrs Maxine Brown brown.maxine@stbrigids.wa.edu.au 9290 4250
Team Leader – Mathematics	Mrs Sarah Pontre pontre.sarah@stbrigids.wa.edu.au 9290 4246
Team Leader – Science	Mr Darren McGoran mcmgoran.darren@stbrigids.wa.edu.au 9290 4228
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