



Lumen Christi College

**Year 11 and 12
Course Handbook
2024**

CONTENTS

INTRODUCTION	4
SECTION ONE - CHOOSING A CAREER PATHWAY AND SELECTING COURSES	5
SECTION TWO - COURSE SELECTION PROCESS	9
SECTION THREE - WACE AND POST SCHOOL DESTINATION REQUIREMENTS	10
WACE REQUIREMENTS	10
SECTION FOUR – DETAILED COURSE OUTLINES	16
THE ARTS	16
PERFORMING ARTS	16
DRAMA ATAR	16
DRAMA GENERAL	17
VISUAL ARTS	18
VISUAL ARTS ATAR	18
VISUAL ARTS PRELIMINARY	19
ENGLISH	20
ENGLISH ATAR	20
ENGLISH GENERAL	21
ENGLISH FOUNDATION	22
ENGLISH PRELIMINARY	23
LITERATURE ATAR	24
HEALTH AND PHYSICAL EDUCATION	25
HEALTH STUDIES ATAR	25
HEALTH STUDIES GENERAL	26
OUTDOOR EDUCATION GENERAL	27
PHYSICAL EDUCATION STUDIES ATAR	28
PHYSICAL EDUCATION STUDIES GENERAL	29
HUMANITIES AND SOCIAL SCIENCES	30
BUSINESS MANAGEMENT AND ENTERPRISE GENERAL	30
ECONOMICS ATAR	31
GEOGRAPHY ATAR	32
GEOGRAPHY GENERAL	33
MODERN HISTORY ATAR	34
MODERN HISTORY GENERAL	35
POLITICS AND LAW ATAR	36
LANGUAGES	37
ITALIAN: SECOND LANGUAGE ATAR	37

MATHEMATICS	38
MATHEMATICS APPLICATIONS ATAR	38
MATHEMATICS ESSENTIAL GENERAL	39
MATHEMATICS FOUNDATION GENERAL	40
MATHEMATICS METHODS ATAR	41
MATHEMATICS PRELIMINARY	42
MATHEMATICS SPECIALIST ATAR	43
RELIGIOUS EDUCATION	45
RELIGION AND LIFE ATAR	45
RELIGION AND LIFE GENERAL	46
RELIGION AND LIFE PRELIMINARY	47
RELIGION AND LIFE FOUNDATION	48
SCIENCE	49
BIOLOGY ATAR	49
CHEMISTRY ATAR	50
HUMAN BIOLOGY ATAR	51
HUMAN BIOLOGY GENERAL	52
SCIENCE IN PRACTICE GENERAL (INTEGRATED SCIENCE)	53
PHYSICS ATAR	54
PSYCHOLOGY GENERAL	55
TECHNOLOGIES	56
CHILDREN, FAMILY AND THE COMMUNITY GENERAL	58
APPLIED INFORMATION TECHNOLOGY GENERAL	59
ENGINEERING STUDIES GENERAL	60
FOOD SCIENCE TECHNOLOGY GENERAL	61
MATERIALS DESIGN AND TECHNOLOGY (TEXTILES) GENERAL	62
MATERIALS DESIGN AND TECHNOLOGY (WOOD) GENERAL	63
MURDOCH FLEXITRACK HIGH	64
VOCATIONAL EDUCATION & TRAINING COURSE INFORMATION	65
YEAR 11 ATAR COURSES: RECOMMENDED YEAR 10 STANDARDS	72
YEAR 12 ATAR COURSES: PRE-REQUISITES	74

INTRODUCTION

This handbook provides information about courses offered to students in Year 11 and Year 12. It also provides information relating to the Western Australian Certificate of Education (WACE) and entry requirements for university and TAFE.

Importance of Selection

- Courses studied in Year 11 and Year 12 create pathways to related careers and provide important background for entry into TAFE/university
- Students need to make informed decisions based on their own interests, skills, strengths and future aspirations
- Our aim is to provide students with opportunities for life beyond Lumen, and a readiness to engage with those opportunities to make a positive contribution to their community and the broader world.

Support Provided by the College

- Staff – Deputy Principal - Senior School, Vice Principal, Head of VET and Transition Services, Careers Counsellor, Heads of Learning Area, Heads of Year and teachers
- Individual counselling is offered to all students in Year 10 to facilitate the process of selecting Year 11 courses

Course Availability

- Recommended minimum standards exist for some courses. If students do not meet these standards, they should not study the course
- Courses that are chosen by an insufficient number of students will not be available in 2024
- The decision regarding the courses offered in 2024 rests with the College Principal



SECTION ONE - CHOOSING A CAREER PATHWAY AND SELECTING COURSES

There are two main pathways for study in Year 11 and Year 12 and there are multiple options available within each pathway to reach the desired goal. As pathways for post school destinations have evolved over recent years, it is important to explore which options are most suitable for each student given their academic background, work ethic and aptitude.

- University Ready
- Work Ready

Pathways		Recommended for	Year 11 Subjects	Year 12 Subjects
University Ready	ATAR	Students who meet all minimum standards for ATAR subjects	At least 4 ATAR subjects (5 is preferable)	At least 4 ATAR subjects
	University Preparation Courses (e.g., FlexiTrack)	Students not meeting prerequisites to study at least 4 ATAR subjects, and intend to attend Murdoch Uni	A combination of ATAR/General/VET courses. ATAR English preferred	FlexiTrack + 5 other General/VET courses
	Certificate IV	Students not meeting prerequisites to study at least 4 ATAR subjects, and intend to attend Curtin or ECU	A combination of ATAR/General/VET courses. ATAR English preferred	Certificate IV, ATAR English + 4 other General/VET courses
	Portfolio Entry	Students who intend to attend Notre Dame or selected courses at ECU, Curtin or Murdoch	6 General/VET courses (Meet with Mrs Voola to discuss options)	
Work Ready	TAFE	Students who intend to continue their study at TAFE	6 General/VET/Foundation courses	
	Apprenticeships or Traineeships	Students who intend to enter on the job training	6 General/VET/Foundation courses (Meet with Mrs Voola to discuss options)	
	Employment	Students who wish to gain employment post school	6 General/VET/Foundation courses	

Types of Courses Available

The following types of subjects are available for study in Year 11 and Year 12:

1. ATAR (Australian Tertiary Admission Rank) courses
2. General Courses
3. VET (Vocational Education and Training) Certificates and endorsed programs
4. Foundation Courses (Religion & Life, English and Maths only)
5. Preliminary Courses (Learning Diversity)

ATAR Courses

- Students who enjoy academic competition and thrive on the pressure of exams and exam preparation are well suited to ATAR courses
- ATAR courses are examined by the School Curriculum and Standards Authority (SCSA)
- Each course has four units:
 - Units 1 and 2 (Year 11 units)
 - Units 3 and 4 (Year 12 units). Units 3 and 4 must be studied as a pair. The ATAR examination covers both units
- Appropriate for students aiming to achieve direct entry to an Australian university using their ATAR
- An ATAR is calculated from a student's top four ATAR course results. The rank is used by universities as a selection tool
- Students on an ATAR pathway should study at least FIVE ATAR courses in Year 11 and 12 and achieve the recommended standard for ATAR English
- Students must achieve the recommended minimum standard to select ATAR courses

General Courses

- Appropriate for students on either a University ready pathway, or a Work ready pathway
- General courses do not have an external examination, although students will sit an Externally Set Task administered by SCSA at the conclusion of Semester 1 based on Unit 3 content.
- Each course has four units:
 - Units 1 and 2 (Year 11 units)
 - Units 3 and 4 (Year 12 units). Units 3 and 4 must be studied as a pair.
- General courses can be studied in combination with ATAR, VET or Foundation courses

Vocational Education and Training (VET)

- Appropriate for students who want the opportunity to gain core skills for work and, in some cases, to complete training in industry through workplace learning
- Students can begin training for their career while still at school
- Some VET programs offer school-based apprenticeships and traineeships
- VET at TAFE (VTAFE) offers participation in externally-based programs and involves one day off the College campus per week to study at TAFE

Foundation Courses

- For students who require targeted support to achieve the Online Literacy and Numeracy Assessment (OLNA) in Mathematics and English
- Foundation courses can be studied in combination with General or VET courses.

Preliminary Courses

- For students who have been identified as having a learning difficulty and/or additional needs. They provide an option for students who cannot access the ATAR or General course content, are unable to progress directly to training from school, or who require an Individual Education Plan (IEPs)
- Studying Preliminary courses has WACE implications which should be discussed with the Head of Learning Diversity or your course counsellor.

Which Pathway is best for me?

Our Head of VET and Transition Services, Careers Coordinator, Heads of Learning Area, Heads of Year and teachers can provide students with direction to make their choices.

Some possible questions to consider:

- Which subjects do I most enjoy at school?
- What am I curious about?
- Do I enjoy competing to be the top of the class, exam preparation, study?
- Do I prefer, or am I better at, practical assessment activities and take-home assignments?
- Will a certificate course/s and general courses provide openings for me post Year 12?
- Have I met the recommended minimum standards for particular courses?



Other Helpful Steps

In conjunction with an understanding about yourself, your skills, interests, work habits and broader aspirations, the following steps can also guide you towards making an informed decision:

1. List your positive qualities and talents
2. Identify your interests and values
3. List realistic goals for yourself
4. Identify subjects that you have studied in which you have achieved good results
5. Identify subject recommended standards for specific courses at TAFE or University
6. Consider how the subjects offered relate to work or further training
7. List the different types of career options available to you
8. List your aims for the foreseeable future (e.g., employment, university, TAFE, apprenticeship)

VET at Lumen Certificate Courses

- The VET program at Lumen recognises the diverse needs of students
- It allows students to explore career pathways

Certificate Courses conducted internally at Lumen Christi College

THE ARTS

CUA30120 Certificate III in Dance

CUA31120 Certificate III in Visual Arts

CUA30920 Certificate III in Music Industry

TECHNOLOGIES

ICT20120 Certificate II in Applied Digital Technologies

BSB20120 Certificate II in Workplace Skills

BSB30120 Certificate III in Business

MEM20413 Certificate II in Engineering Pathways

MEM30505 Certificate III in Engineering - Technical

VET at TAFE Courses

- Students are encouraged to participate in the VTAFE program in addition to the VET at Lumen program
- Courses are conducted at an external institution
- In this program, students will attend TAFE one day per week and not attend the College on this day
- Students will work towards a nationally accredited certificate in either a Certificate III or Certificate IV level
- Students who successfully complete a Certificate IV could have the opportunity to use it as a steppingstone or as an alternate pathway to university
- When choosing a VTAFE course, students are also required to choose a reserve course in the eventuality that the course chosen is unavailable or is delayed in commencing
- There are many courses at TAFE to choose from. Please speak with the Head of VET and Transition Services at the College to assist in choosing a suitable course. Positions are determined by availability at TAFE organisations.

In the past, students have completed qualifications in the following industries:

- Automotive (Electrical, Auto Light and Heavy)
- Building and Construction
- Childcare and Aged Care
- Education Support
- Floristry
- Gas Fitting and Plumbing
- Hairdressing
- Health services
- Horticulture
- Hospitality - Food and Beverage
- Painting and Decorating
- Surveying and Spatial Information
- Tourism and Events organisation

SECTION TWO - COURSE SELECTION PROCESS



SECTION THREE - WACE AND POST SCHOOL DESTINATION REQUIREMENTS

WACE Requirements

- WACE stands for the Western Australian Certificate of Education
- Achieving your WACE acknowledges that at the end of your compulsory schooling you have achieved the required minimum standards in an educational program that has suitable breadth and depth.

To achieve a WACE, a student will need to:

- Demonstrate a minimum standard of literacy and numeracy through NAPLAN, or OLNA
- Complete the required number of courses in the ATAR, general or VET pathway with minimum achievement standards (C grades or equivalent)
- Students must achieve 14 C grades or equivalent in Year 11 and 12 units, including at least six C grades or equivalent in Year 12
- Complete two Year 11 English units and complete a pair of Year 12 English units
- Complete at least one pair of units from a Year 12 List A course (arts/languages/social sciences) and at least one pair of units from a Year 12 List B course (mathematics/science/ technology)
- VET or Endorsed programs can contribute up to eight of the 20 units required to achieve the WACE
- For more detailed information please visit the SCSA website: [WACE Requirements](#)



University Entrance Requirements

University entrance requirements have evolved significantly in recent years. Universities typically require the following. Please refer to individual universities for more specific requirements

- Achievement of WACE
- English language competency (50% scaled score in ATAR English or University STAT)
- Satisfy entrance requirements for the specific course and university
 - An ATAR score (Australian Tertiary Admission Rank) above the minimum standard for the specific course and university (All universities)
 - All ATAR courses Units 3 and 4 are eligible for use in determining an ATAR
 - Units 3 and 4 (Year 12 Units) must be completed in order to derive an ATAR using this particular course
 - The final course result will come from 50% of the school assessment and 50% from the external examination (WACE examinations)
 - The ATAR will be determined as an aggregation of the student's four best scores
 - The ATAR is a number from 1 to 100 indicating the student's rank in the state
 - Completion of University Preparation course (e.g. Flexitrack – Murdoch university)
 - Completion of Certificate IV (Notre Dame, Curtin, Murdoch or ECU)
 - Individual portfolio and/or interview (Notre Dame and selected courses at ECU, Curtin or Murdoch)
- All universities other than Edith Cowan University (ECU) will place a five-year period on the accumulation of final course levels of achievement. ECU will have no such time limit
- Some universities will continue to require pre-requisites recommended standards for courses which they offer. It is recommended that you check the relevant university website or the TISC websites under [TISCOOnline - Resources](#)
- Most universities will have university preparation courses available for students who do not meet all of the requirements

Further details are available at the TISC website [TISCOOnline](#) .



TAFE Entrance Requirements

- Achievement of WACE
- A student's ability to access TAFE is dependent on grades achieved for courses and can also be determined by other requirements such as:
 - Particular courses studied
 - Folio work
 - Interviews
 - Certificate courses completed
 - Work experience
- General courses are the appropriate courses for students working towards gaining entry to TAFE
- There may be pre-requisite recommended standards for some courses

TAFE Qualifications

- Certificates I and II: These provide direct entry to the job market. A student exiting with these levels of study has skills related to industry and can undertake positions of employment requiring limited responsibilities.
- Certificate III: This certification assists with employment in junior to intermediate levels in areas related to the service industries. Apprenticeships and traineeships relate to this level of certification.
- Certificate IV: A more substantial level of knowledge and skills acquisition related to your area or industry. The level of responsibility for others increases with this certification.
- Diploma and Advanced Diploma: This level of study prepares you for professional and managerial status.

Resources for further information

Below are some resources to assist in guiding you through course selections. They can also provide you with important information throughout Years 11 and 12 and with the steps you take after Year 12.

School Curriculum and Standards Authority (SCSA)

We encourage students and parents to become familiar with the School Curriculum and Standards Authority (SCSA) website. This website has information regarding:

- Each Course Syllabus and information about Graduation
- Past WACE examinations for courses
- WACE Manual - including WACE Graduation information
- OLNA
- A variety of presentations on PowerPoint
- Study/Exam revision tips
- WACE Exam timetable

SCSA link is <https://www.scsa.wa.edu.au/>

Contact Telephone Number: (08)9273 6300

Tertiary Institutions Service Centre (TISC)

TISC is a particularly useful source of information for students in ATAR courses who wish to enrol in University beyond school. On the TISC site you will find:

- A gateway to university sites
- University admission requirements
- Information about ATAR scores, including scaling
- A table and a calculator to assist you in calculating a predicted ATAR
- How to apply to university

TISC link is [TISCOOnline](#)

Contact Telephone Number: (08) 9318 8000

University and Vocational Education and Training (VET) Information

Access these sites regularly. You will find course specific information including entry requirements and possible pre-requisite recommended standards. You will also find information about Open Days and opportunities to subscribe for emailed updates.

Curtin University
Future Students Centre Kent Street BENTLEY WA 6102
(08) 9266 1000
<https://www.curtin.edu.au/prospectivestudentservices@curtin.edu.au>

Edith Cowan University
Student Recruitment Building 2, 100 Joondalup Drive
JOONDALUP WA 6027
(08) 6304 6304
<https://www.ecu.edu.au/futurestudy@ecu.edu.au>
General telephone enquiries within Australia 134 328

WA Academy of Performing Arts (WAAPA)
2 Bradford Street
MOUNT LAWLEY WA 6050
(08) 9370 6443
<https://www.waapa.ecu.edu.au/>

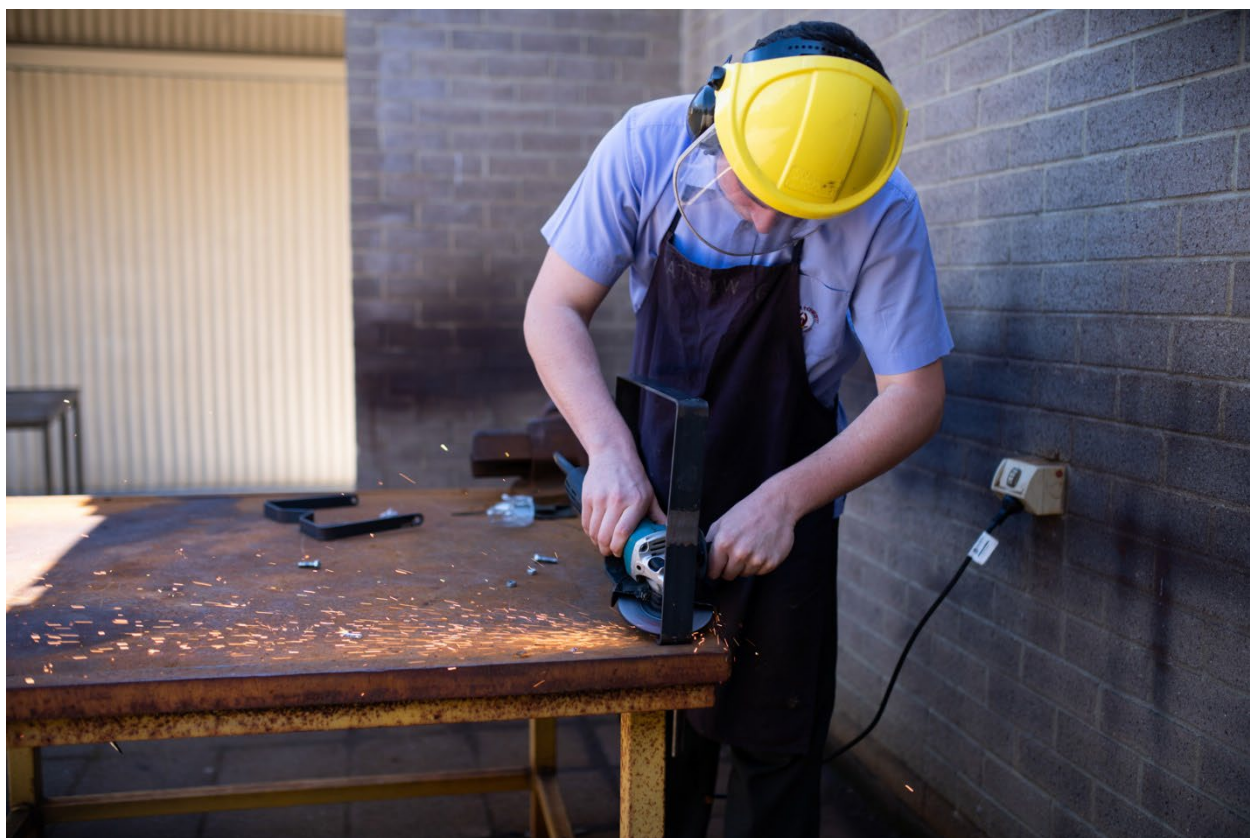
Murdoch University (Including Rockingham Campus enquiries)
Prospective Students and Admissions Centre
South Street
MURDOCH WA 6150
(08) 9360 6538
<https://www.murdoch.edu.au/admissions@murdoch.edu.au>

The University of Notre Dame Australia

19 Mouat Street
FREMANTLE WA 6160
Postal Address: PO Box 1225, FREMANTLE WA 6959
(08) 9433 0533
[https://www.notredame.edu.au/
future@nd.edu.au](https://www.notredame.edu.au/future@nd.edu.au)

The University of Western Australia
Admissions Centre Mail Bag M353
35 Stirling Highway
CRAWLEY WA 6009
(08) 6488 2477
Country Callers 1800 653 050
[https://study.uwa.edu.au/
admissions@uwa.edu.au](https://study.uwa.edu.au/admissions@uwa.edu.au)

Vocational Education and Training (VET)
For Vocational Education and Training and career development services and information in Western Australia.
www.jobsandskills.wa.gov.au



Career Information

Our Head of VET and Transition Services, Career Coordinator and Heads of Year can work directly with students and families in Years 10, 11 and 12. In addition, the College subscribes to the newsletter, Careers Focus, and this is emailed to students. The newsletter contains a range of information and opportunities for students to consider in preparing for the workforce.

MyUniversities

Provides information on all Australian Universities and their courses.

<https://www.gooduniversitiesguide.com.au/>

Careers Online

This site allows you to search for jobs by area of interest, provides job descriptions, positions vacant, positions wanted and links to other career sites. <http://www.careersonline.com.au/>

My Future

A resource program which has information on all sorts of career related topics e.g., education and training, employment and career development.

<https://myfuture.edu.au/>

Skills Road website:

<https://www.skillsroad.com.au/>

Careers with STEM:

<https://careerswithstem.com.au/>

The ACTU website regarding work and first jobs

<http://worksite.actu.org.au/category/first-job/>

Apprenticeships and Traineeships

All the info on how to train on the job.

<https://www.dtwd.wa.gov.au/apprenticeship-office>

Australian Jobs Information

<https://www.workforceaustralia.gov.au/individuals/jobs/>

SECTION FOUR – DETAILED COURSE OUTLINES

The Arts

Performing Arts

DRAMA ATAR

(LIST A)

The Drama ATAR course is designed for students who love to perform, enjoy all aspects of stagecraft, and are interested in understanding theatre and dramatic texts. It requires students to demonstrate their creativity in performing, analysing and writing for theatre and appeals to those wishing to understand Drama at a deeper level.

In ATAR Drama students will:

- Act and perform solo and in groups
- Design all aspects of a theatre production; set, costume, lighting and sound.
- Use technology in classes and performances.
- Create theatre for different audiences.

Year 11 (Units 1 and 2) cover:

- Exploration of realist and non-realist drama
- Characterisation for various styles of theatre and characters.
- Text interpretation of representational and presentational texts.

Year 12 (Units 3 and 4) cover:

- Reinterpretation of drama for contemporary audiences
- Applying theoretical approaches
- Understanding context, forms and styles
- Interpreting, manipulating and synthesising a range of approaches,

Some students may intend to further their performing studies or pursue a career after high school in drama and related fields, and others participate in drama for the confidence, collaboration, and enjoyment that the course provides. Students enjoy developing personal skills, knowledge, communication skills and understandings that can be transferred to a range of careers and situations. The Drama ATAR course builds confidence, empathy, understanding about human experience, and a sense of identity and belonging. These are invaluable qualities for contemporary living.

Further information about this course is available on the [SCSA website](#).

DRAMA GENERAL

(LIST A)

The Drama General course is designed for students who enjoy acting, theatre production, and seek a broad understanding of how drama is influenced by its time and place. It provides the opportunity for students to explore all aspects of theatre.

In Drama General students will:

- Apply their knowledge and skills to all aspects of drama production; including directing, theatre management and design roles such as lighting, sound, costume and set design.
- Create original drama using devising skills and techniques.
- Interpret a range of texts using terminology
- Use technology in classes and in performance.
- Presenting drama to different audiences.

Year 11 (Units 1 and 2) cover:

- Dramatic storytelling and realist drama.
- Skills, techniques and conventions of drama and performance.
- Performing to a variety of audiences and using production skills.

Year 12 (Units 3 and 4) cover:

- Realist and non-realist drama in performance and analysis.
- Characterisation for various styles of theatre and characters.
- Text interpretation and analysis for performance and written exploration.

Students may intend to further their performing studies or pursue a career after high school in performing and related fields, and others participate in drama for the confidence, collaboration, and enjoyment that the course provides. Students who undertake this course are provided; the opportunity to build confidence; an understanding of the human experience; and a sense of identity and belonging. They will understand how time, place and economics affect theatre and explore the vocational opportunities that drama offers.

Further information about this course is available on the [SCSA website](#).

Visual Arts

VISUAL ARTS ATAR

(LIST A)

The Visual Arts ATAR course would interest students who love to create visually and are interested in how an artist's time and place influence the art they make. It would require demonstrating their creativity in their art making and appeal to those who engage in art interpretation.

In ATAR Visual Arts students will:

- Create art through a process of inquiry and art practice
- Present and reflect on art making
- Interpret art through analysis, context and personal responses.

Year 11 (Units 1 and 2) cover:

- Exploration of differences and identities
- Art making with a focus on drawing, design and painting
- A range of social, cultural and historical contexts
- Analysis of aesthetics and meaning in artwork

Year 12 (Units 3 and 4) cover:

- Exploration of commentaries and points of view
- Increasing independence in art making
- Convention of a body of work leading to a resolved artwork
- A range of social, cultural and historical contexts applying theory
- Analysis of aesthetics and meaning in artwork
- The relationship between artist and viewer

A student who completes the Visual Arts course would be well suited to any university course or vocation requiring critical and creative thinking. It would augur especially well for those students wishing to pursue further study in the creative arts.

Further information on this course is available on the [SCSA website](#).

VISUAL ARTS PRELIMINARY

The Visual Arts Preliminary units encompass the broad areas of art and craft. Students have opportunities to express their imagination and engage in the making and presentation of artworks.

The Visual Arts course encourages students to develop problem-solving skills together with thinking. Students engage in art making processes in traditional and new media areas. This involves exploring materials, techniques, processes, and emerging technologies, with art forms, such as sculpture, painting, drawing, printmaking, collage, ceramics and multimedia.

Students respond to and evaluate their own works and the works of others. The Visual Arts Preliminary course aims to contribute to a sense of enjoyment, engagement and fulfilment in students' everyday lives.

The Visual Arts Preliminary course aims to develop students':

- development and communication of art ideas
- use of creative techniques, processes and technologies to make artworks
- respond to own artworks and the artworks of others

This course consists of a combined Year 11 and Year 12 syllabus. The syllabus is divided into four units. Each unit is designed to be delivered over a semester; however, the pace of delivery will reflect the abilities of the students.

Year 11 (Units 1 and 2) cover:

- They participate in activities that enable them to discover a tactile experience of visual art and to explore a variety of art forms.
- Students use a range of media and techniques to express personal ideas and feelings through art making

Year 12 (Units 3 and 4) cover:

- Students use a range of media and techniques to express personal ideas and observations
- Students participate in activities that enable them to gain a tactile experience of visual art and explore a variety of art forms to produce an outcome

Further information about this course is available on the [SCSA website](#).

English

ENGLISH ATAR

(LIST A)

The English ATAR course focuses on developing students' analytical, creative, critical thinking and communication skills in all language modes. It encourages students to critically engage with texts from their contemporary world, with texts from the past, and with texts from Australian and other cultures.

In English ATAR, students will:

- Develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts
- Enjoy creating their own imaginative, interpretive, persuasive and analytical responses
- Engage critically and creatively with texts
- Speak and write fluently in a range of contexts and forms

Year 11 (Units 1 and 2) cover:

- How meaning is communicated through the relationships between language, text, purpose, context and audience
- How language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts
- How to write analytically and creatively
- Understanding of context
- The effect of stylistic choices
- Positioning of audience

Year 12 (Units 3 and 4) cover:

- Meanings, issues, ideas and concepts through a comparison of texts
- Language, genre and contexts, comparing texts within and/or across different genres and modes
- Different interpretations and perspectives
- Relationships between content and structure, voice and perspectives and the text and context.

A student who completes this course would be well suited to studying a range of options at university, including politics, history, arts, education, communication, journalism, law, international relations and sociology.

Further information about this course is available on the [SCSA website](#).

ENGLISH GENERAL

(LIST A)

The English General course is designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language, literacy and visual literary skills.

In English General students will:

- learn how the interaction of structure, language, audience and context helps to shape meaning
- apply their knowledge to create analytical, imaginative, interpretive and persuasive texts in different modes and mediums

Year 11 (Units 1 and 2) cover:

- Comprehending and responding to meanings, ideas and information
- Reading, viewing and listening to texts to connect, interpret, and visualise ideas
- Applying understanding of language through the creation of texts for different purposes
- Interpreting ideas and arguments in a range of texts and contexts
- Creating texts using persuasive, visual and literary techniques

Year 12 (Units 3 and 4) cover:

- Exploring different perspectives
- Attitudes, text structures and language features
- Communicating logically, persuasively and imaginatively
- Community, local or global issues and ideas
- Synthesising information from a range of sources

A student who completes this course would be well placed for success in a variety of workplace environments.

Further information about this course is available on the [SCSA website](#).

ENGLISH FOUNDATION

(LIST A)

The English Foundation course aims to develop students' skills in reading, writing, viewing, speaking and listening in work, learning, community and everyday personal contexts.

In English Foundation students will:

- Read both fiction and non-fiction texts
- Engage in reading, viewing and listening
- Produce texts of their own
- Develop speaking and listening skills

Year 11 (Units 1 and 2) cover:

- How texts work
- Values, structures and conventions
- Creating certain texts, such as brainstorming ideas, producing mindmaps and writing non-fiction articles

Year 12 (Units 3 and 4) cover:

- Functional literacy, including appropriate spelling, punctuation and grammar
- Reading (understanding, comprehending, interpreting and analysing) texts for work, learning community and/or everyday personal contexts
- Producing (constructing, creating and writing) texts for work, learning, community and/or everyday personal contexts
- Developing skills in speaking and listening for work, learning, community and everyday personal contexts.

A student who completes this course would be well placed for success in a variety of workplace environments.

Further information about this course is available on the [SCSA website](#).

ENGLISH PRELIMINARY

(LIST A)

The English Preliminary course is particularly suited towards students who are working in integrated programs and/or workplace learning. The course focuses on independence. Students develop and apply language skills that would be suitable in a variety of contexts, including the family, school, social and community contexts.

Year 11 (Units 1 and 2)

Within the broad area of independence, the following learning contexts will be explored:

- Personal: taking responsibility, making choices and/or taking actions related to health and lifestyle issues
- Social: positive interactions with peers, family and community members; accessing social experiences in the local community; making appropriate choices when in the community and/or adhering to appropriate social behaviours
- Vocational: recognising the need for independence and responsibility at school and within the workplace; participating in volunteer work, community access, workplace learning, alternatives to employment and/or learning opportunities during and after school
- Cultural: participation in relevant cultural activities; cultural and social groups to which students belong

Year 12 (Units 3 and 4)

As a follow-on from Units 1 and 2, and within the broad area of independence, the following learning contexts will be explored:

- Personal: using language independently to meet personal needs and wants; awareness of increased responsibilities; making appropriate choices and taking appropriate actions related to health and lifestyle issues
- Social: maintaining positive interactions with peers, family and community members; having experiences in the broader community's social environment; understanding rights, responsibilities and choices available when in the community and/or appropriate behaviours for various social settings
- Vocational: using language independently at school and/or in the workplace; participating in supported work environments; participating in volunteer work in the community; accessing the community; engaging in workplace learning; understanding alternatives to employment; engaging in learning opportunities during and after school
- Cultural: participating in and contributing towards cultural activities; identifying and accessing cultural and social groups to which students belong

Further information about this course is available on the [SCSA website](#).

LITERATURE ATAR

(LIST A)

The Literature ATAR course would appeal to students who love to read and discuss their reading, who are interested in the way that historical and cultural context affect what we read and write, and who enjoy demonstrating their understanding of texts in their own creative writing.

In Literature ATAR, students will:

- Study texts from the literary canon
- Investigate literary periods
- Think independently and creatively
- Appreciate the aesthetic aspects of texts
- Understand how texts help us to understand the world

Year 11 (Units 1 and 2) cover:

- Reading practices
- A range of social, cultural and historical contexts
- Literary conventions
- Storytelling traditions
- Intertextuality
- Genre

Year 12 (Units 3 and 4) cover:

- Development of identity
- The power of language
- The significance of critical analysis
- Values and attitudes
- The central role of the reader
- The aesthetic appeal of texts

A student who completes this course would be well suited to studying a range of options at university, including politics, history, arts, communication, journalism, law, international relations and sociology.

Further information on this course is available from the [SCSA website](#).

Health and Physical Education

HEALTH STUDIES ATAR

(LIST A)

The Health Studies ATAR course focuses on the study of health as a dynamic quality of human life. Students undertaking this course develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health. This course will prepare students for career and employment pathways in a range of health and community service industries.

In ATAR Health Studies the students will:

- Study the influence of social, environmental, economic and biomedical determinants of health is a key focus of the course.
- Understand the influence of beliefs, attitudes and values on health behaviour, and the importance of self-management and interpersonal skills in making healthy decisions.
- Use an inquiry process to draw on knowledge and understandings of health concepts and investigate health issues of interest.
- Develop research skills that can be applied to a range of health issues or concerns.

Year 11 (Units 1 and 2) cover:

- Health determinants and their impact on health.
- Health promotion as a framework for designing approaches to improve health.
- Attitudes, beliefs and norms and their impact on decision-making in health.
- Factors influencing the health of communities.
- The impact of technology and interpersonal skills are also a focus.

Year 12 (Units 3 and 4) cover:

- The health of specific populations and reasons why some groups do not enjoy the same level of health as the general population.
- Factors creating these disparities and ways of improving the health and wellbeing of specific groups.
- Examination and interpretation of data, with explanation of inequities in health.
- The impact of determinants on global health inequities and explore approaches to address barriers preventing groups from experiencing better health.
- Health inquiry skills to analyse health issues, develop arguments and draw evidence-based conclusions.

A student who completes this course will be well suited to pursue careers and university study in health promotion, research or community health care.

Further information about this course is available on the [SCSA website](#).

HEALTH STUDIES GENERAL

(LIST A)

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

In General Health Studies, students will:

- Study health as a dynamic quality of human life
- Develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action.
- Focus on social, environmental, economic and biomedical determinants of health.
- Appreciate that beliefs, attitudes and values influence health and behaviour.
- Use an inquiry process to draw on knowledge and understanding of health concepts.

Year 11 (Units 1 and 2) cover:

- The health of individuals and communities.
- Consumer health
- Health determinants and their impact on health.
- Health promotion and designing approaches to improve health.
- Understandings of factors influencing health, and actions and strategies to protect and promote health through inquiry processes.
- Communities, and how community participation can improve health outcomes.
- Examination of the influence of attitudes, beliefs, and norms on community health behaviours.
- Using the investigative and inquiry processes to analyse issues influencing the health of communities.

Year 12 (Units 3 and 4) cover:

- The health of specific populations and reasons why some groups do not enjoy the same level of health as the general population.
- Factors creating these disparities and ways of improving the health and wellbeing of specific groups. Students apply inquiry skills to examine and interpret data, and explain and respond to inequities in health.

A student who completes this course will be well suited to job opportunities in the areas of leisure, recreation, education, sport development, youth work, health and medical fields.

Further information about this course is available on the [SCSA website](#).

OUTDOOR EDUCATION GENERAL

(LIST B)

Through interaction with the natural world, Outdoor Education aims to develop an understanding of our relationships with the environment, others and ourselves. The Outdoor Education General course focuses on outdoor activities in a range of environments, including bushwalking, sailing, climbing and orienteering.

In Outdoor Education General students will:

- Develop essential life skills and physical activity skills
- Have the opportunity to develop a comprehensive understanding of the environment and develop a positive relationship with nature

Year 11 (Units 1 and 2) cover:

- Basic planning and organisational requirements necessary for them to participate in safe, short duration excursions/expeditions in selected outdoor activities
- Roping and navigation skills
- Time management and goal setting skills to work with others and explore strategies for building group relationships
- The main styles of leadership and how to use strategies to promote effective groups.
- Introduction of the features of natural environments
- Conservation, biodiversity and environmental management plans
- Practical component for Unit 1 and 2 are Bushwalking and Mountain Biking

Year 12 (Units 3 and 4) cover:

- Personal skills related to flexibility in coping and adapting to change and in monitoring such things as the elements in an environment
- Features and relationships in natural environments
- Weather components, patterns and forecasting
- Outdoor leadership
- Navigational skills and respond to an emergency in the outdoors
- Commitment, tolerance, resilience, and conflict resolution skills
- Briefing and debriefing sessions and appraisal of leadership skills
- Sustainability projects and understand human responsibility for the environment
- Practical component for Unit 3 and 4 are Snorkelling and Canoeing
- Unit 3 and 4 requires competency in swimming. Students are required to swim 200m continuously and without assistance.

Please note that this course requires compulsory attendance of one excursion and two 3-day expeditions for both Year 11 and Year 12. These expeditions are an assessable item for this course. Students who are also enrolled in VTAFE will have to inform their VTAFE lecturer of their absence during times of excursions and expeditions.

A student who completes this course will be well suited to pursue personal interests and careers in outdoor pursuits, environmental management, or eco-tourism.

Further information about this course is available on the [SCSA website](#).

PHYSICAL EDUCATION STUDIES ATAR

(LIST B)

The Physical Education Studies ATAR course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Learning in the Physical Education Studies ATAR involves active participation in physical activities, and involves students in closely integrated written, oral and physical learning experiences.

In ATAR Physical Education Studies students will:

- Analyse the performance of themselves and others, apply theoretical principles and plan programs to enhance performance
- Develop skills and performance along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications.

Year 11 (Units 1 and 2) cover:

- Anatomical and biomechanical concepts, the body's responses to physical activity, and stress management processes, to improve the performance of themselves and others in physical activity.
- The relationship between skill, strategy and the body in order to improve the effectiveness and efficiency of performance.

Year 12 (Units 3 and 4) cover:

- Provided opportunities for students to build upon their acquired physical skills and biomechanical, physiological and psychological understandings to improve the performance of themselves and others in physical activity.
- Extended understanding of complex biomechanical, psychological and physiological concepts to evaluate their own and others' performance.

A student who completes this course will be provided with opportunities to develop skills that enable them to pursue personal interests and explore potential careers as athletes, coaches, officials, administrators and/or volunteers. They will also be well suited to university study in the medical and related fields.

Further information about this course is available on the [SCSA website](#).

PHYSICAL EDUCATION STUDIES GENERAL

(LIST B)

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

In General Physical Education Studies students will:

- Focus on the relationships between motor learning, and psychological, biomechanical and physiological factors that influence individual and team performance.
- Engage as performers, leaders, coaches, analysts and planners of physical activity.
- Understand that physical activity serves both as a source of content and data and as a medium of learning.
- Take part in a physical component and a written component.
- Learn about the importance of physical, social and emotional growth.

Year 11 (Units 1 and 2) cover:

- Development of students' knowledge, understanding and application of anatomical, physiological and practical factors associated with performing in physical activities.
- The impact of physical activity on the body's anatomical and physiological systems. Students are introduced to these concepts which support them to improve their performance as team members and/or individuals.

Year 12 (Units 3 and 4) cover:

- Simple movement, biomechanical, physiological, psychological, functional anatomy and motor learning concepts. The understanding of the relationship between skill, movement production and fitness will be further enhanced as students develop and improve.
- Assessment of movement competency and identify areas for improvement.
- Training principles, nutrition and goal setting concepts to enhance their own and others' performance in physical activity.

A student who completes this course will be well suited to job opportunities in the areas of leisure, recreation, education, sport development, youth work, health, medical and related fields.

Further information about this course is available on the [SCSA website](#).

Humanities and Social Sciences

BUSINESS MANAGEMENT AND ENTERPRISE GENERAL

(LIST A)

The Business Management and Enterprise General course aims to prepare students for a future where they will need to identify possibilities and create opportunities within a business environment. This course provides students with the ability to make sound and ethical business decisions based on critical thinking, in line with their own and societal values.

In Business Management and Enterprise General students will:

- develop the ability to make sound and ethical business decisions based on critical thinking.
- explore small business development and management of a small business.
- develop an understanding of the business environment
- discover different marketing processes to manage a successful business.

Year 11 (Units 1 and 2) cover:

- establishing a small business in Australia
- business start ups
- concepts of innovation, marketing and competitive advantage
- legal aspects of running a small business.

Year 12 (Units 3 and 4) cover:

- different types of businesses and leadership styles.
- skills equipped to proactively participate in the dynamic world of business.
- market research and marketing with the role it plays in business.
- how to behave responsibly and demonstrate integrity in business activities.
- Australia's connection with Asia in relation to business and economic activity.

Studying this course will provide students with skills and understanding to be applied in a wide range of further education and careers. A student who completes the Business Enterprise and Management General course would be well suited to studying a range of courses requiring communication, investigative and analytical skills.

Further information about this course is available on the [SCSA website](#).

ECONOMICS ATAR

(LIST A)

Economics explores the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with limited resources. The Economics ATAR course aims to develop students' ability to analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing. The emphasis of the course is on the Australian economy.

In ATAR Economics students will:

- Explain human and business behaviour, the housing, labour, financial, and international markets
- Apply data, statistics, theory, logic and business insights
- Understand the creation of forecasts, models, scenarios, narratives and policy
- Investigate trade-offs, resource allocation, productivity, incentives, risks and living standards
- Understand Influencing monetary, government, health, environment, trade, development, and international policies

Year 11 (Units 1 and 2) cover:

Microeconomics (Unit 1) and Macroeconomics (Unit 2) will cover:

- An introduction to microeconomics and macroeconomics
- The role of markets in determining the wellbeing of individuals and society
- The workings of real-world markets with a focus on the Australian economy
- The concepts of economic growth, inflation and unemployment
- The importance of measuring and monitoring changes in macroeconomic indicators

Year 12 (Units 3 and 4) cover:

Australia's Global Economy (Unit 3) and Economic Policies and Management (Unit 4) will cover:

- The interdependence of Australia and the rest of the world
- The actions and policies undertaken to achieve the objectives of the Australian government
- How changes in the level of economic activity influence the decisions of policy makers to achieve their objectives

This course would be well suited to students considering studying one of a broad range of courses at university, including economics, business, accounting, market research, teaching and international trade.

Further information about this course is available on the [SCSA website](#).

GEOGRAPHY ATAR

(LIST A)

Geography is more than a study of people in their environments, it engages students to investigate contemporary problems and issues, using an array of skills. Students who study Geography will develop the tools to explore world challenges and discover vital solutions to local and global problems, for example land degradation, climate change, pandemics and building sustainable cities.

In ATAR Geography students will:

- use this knowledge to promote a more sustainable way of life and awareness of their surroundings
- address challenges including rapid environmental change, sustainability of places, and dealing with environments at risk
- learn how to collect information from various sources (fieldwork and data collection, mapping, monitoring, remote sensing, case studies and reports)

Year 11 (Units 1 and 2) cover:

Natural and Ecological Hazards (Unit 1) and Global Networks and Interconnections (Unit 2) will cover:

- the management of natural hazards and pandemics
- the risk hazards pose to people and environments
- risk management, preparedness, mitigation in response to hazards
- the economic and cultural transformations taking place in the world
- the spatial outcomes of these processes and their social and geopolitical consequences - that will enable them to better understand the dynamic nature of the world in which they live

Year 12 (Units 3 and 4) cover:

Global Environmental Change (Unit 3) and Planning Sustainable Places (Unit 4) will cover:

- the impacts of land cover transformations with particular reference to climate change as a depth study
- evaluation of a local land cover change initiative as a result of climate change or biodiversity loss
- the causes and consequences of urban challenges that exist in metropolitan Perth and megacities
- concepts, processes and roles of planning implemented by stakeholders to address the urban challenges
- geographical inquiry, fieldwork and spatial technologies

This course would be well suited to students considering studying one of a broad range of courses at university, including civil engineering, sustainability, town planning, surveying, marine biology, environmental law, teaching and geographical information systems.

Further information about this course is available on the [SCSA website](#).

GEOGRAPHY GENERAL

(LIST A)

Geography is more than a study of people in their environments, it engages students to investigate contemporary problems and issues, using an array of skills. Students who study Geography will develop the tools to explore world challenges and discover vital solutions to local and global problems, for example land degradation, climate change, pandemics and building sustainable cities.

In General Geography students will:

- use this knowledge to promote a more sustainable way of life and their surroundings
- address challenges including rapid environmental change, sustainability of places, and dealing with environments at risk
- learn how to collect information from various sources (fieldwork and data collection, mapping, monitoring, remote sensing, case studies and reports).

Year 11 (Units 1 and 2) cover:

Geography of Environments at Risk (Unit 1) and Geography of People and Places (Unit 2) cover:

- the spatial patterns and processes related to environments at risk, and the protection of such environments through management at local, regional and global levels
- the threats people pose to the environments that put them at risk as they attempt to satisfy their needs
- sustainable solutions
- the natural and cultural characteristics of a region, and the processes that have enabled it to change over time and the challenges it may face in the future

Year 12 (Units 3 and 4) cover:

Natural and Ecological Hazards (Unit 3) and Global Networks and Connections (Unit 4) cover:

- the nature and causes of natural and ecological hazards, and how they influence places and environments
- the nature of the risks that need to be managed
- the complexity of human-environment interdependence in relation to natural and ecological hazards
- the concept of risk management
- the nature and causes of international integration and its spatial, economic, political and social consequences
- the ways people embrace, adapt to and resist the forces of international integration.

Studying General Geography will provide students with skills and understanding to be applied in a wide range of further education courses and careers. A student who completes the Geography course would be well suited to a range of careers including surveying, sustainable agriculture, risk management, town planning, travel consultant, Landcare worker, architectural drafter and park ranger.

Further information about this course is available on the [SCSA website](#).

MODERN HISTORY ATAR

(LIST A)

The Modern History ATAR course would appeal to students who are interested in exploring the forces that have shaped today's world. It allows them to develop a wider and deeper understanding of the world in which they live. The course focus is on the 20th Century and encourages students to make connections with the changing world of the 21st Century in which they live.

In ATAR Modern History students will:

- look at a variety of historical sources
- use historical sources to determine cause and effect, the motives and forces influencing people and events
- engage in the process of historical inquiry
- use sources to evaluate different versions of history
- communicate their findings in a number of different ways

Year 11 (Units 1 and 2) cover:

Understanding the Modern World (Unit 1) and Movement for Change in the 20th Century (Unit 2) cover:

- ONE development or turning point that helps define the modern world
- the crucial changes and challenges of the modern world
- significant movements in the 20th Century that has led to change
- the ways in which individuals, groups and institutions challenge authority and transform society

Year 12 (Units 3 and 4) cover:

Modern Nations in the 20th Century (Unit 3) and The Modern World Since 1945 (Unit 4) cover:

- the crises that have confronted nations in the 20th Century and their responses to these crises through the study of ONE nation.
- the ways in which the nation dealt with internal divisions and external threats
- the contemporary world, focusing on the features of the modern world that emerged in the period 1945 – 2001
- the changes to the nature of world order, shifting international tensions, alliances, power blocs and the nature of various conflicts and regional and international attempts to create peace and security

A student who completes this course would be well suited to studying a range of options at university including law, journalism, international relations, history, politics, teaching, archaeology, anthropology and tourism.

Further information about this course is available on the [SCSA website](#).

MODERN HISTORY GENERAL

(LIST A)

The Modern History General course would appeal to students who are interested in the events and forces that have influenced the modern world. Students will be exposed to a variety of historical sources, including newspapers, letters, dairies, photographs and cartoons in order to understand the historical narrative and the forces influencing people and events.

In Modern History General students will:

- look at a variety of historical sources
- use historical sources to determine cause and effect, the motives and forces influencing people and events
- engage in the process of historical inquiry
- use sources to evaluate different versions of history
- communicate their findings in a number of different ways

Year 11 (Units 1 and 2) cover:

People, Place and Time (Unit 1) and Power and Authority (Unit 2) covers:

- the broad sweep of history and our place within the historical narrative
- the values, beliefs and traditions within a society
- the importance of individuals within a time period
- how power and authority is distributed throughout a group or society
- how individuals and groups seek to influence the structures of power and authority

Year 12 (Units 3 and 4) cover:

Societies and Change (Unit 3) and Historical Trends and Movements (Unit 4) covers:

- the evolving nature of societies and the various forces for continuity and change
- that some values, beliefs and traditions are linked to the identity of a society
- in any period of change, there are those individuals and institutions that support change, but others that oppose it
- historical trends and movements
- Nazism in Germany 1918-1945

Studying this course will provide students with skills and understanding to be applied in a wide range of further education and career options including library technician, tourism officer, museum technician, legal clerk, and teacher's assistant.

Further information about this course is available on the [SCSA website](#).

POLITICS AND LAW ATAR

(LIST A)

The Politics and Law course would appeal to students who are interested in the process of decision making. Students will explore the principles, structures, institutions and processes of political legal systems, primarily in Australia. The course investigates the executive, legislative and judiciary branches of governments to develop an understanding of the principles practiced in Australia, making comparisons with other political and legal systems. Students will discover skills allowing them to engage and be active and effective participants in the political and legal decisions that affect their lives within society.

In ATAR Politics and Law students will:

- develop an understanding of the news, current affairs and be able to participate in the democratic process
- have a clear advantage for those who wish to pursue Law in tertiary study or as a career
- develop confidence and fluency in the legal and political terminology
- have skills to hold to account those who hold power to influence their own lives
- the ability to interpret political and legal data and communicate argument supported by fact

Year 11 (Units 1 and 2) cover:

Democracy and the Rule of Law (Unit 1) and Representation and Justice (Unit 2) covers:

- Australia's democratic and common law systems
- a non-democratic and non-common law system
- Australia's representative, electoral and voting systems
- justice in the Western Australian adversarial system and a non-common law system

Year 12 (Units 3 and 4) cover:

Political and Legal Power (Unit 3) and Accountability and Rights (Unit 4) covers:

- political and legal systems established by the Commonwealth Constitution (Australia)
- roles and power of the legislative, executive and judicial branches of government
- influences of individuals, political parties and pressure groups
- accountability in relation to the legislative, executive and judicial branches of government
- how rights are protected, and democratic principles upheld

Students who study this course would be well suited to studying a range of courses at university including law, public administration, international relations, and political science.

Further information about this course is available on the [SCSA website](#).

Languages

ITALIAN: SECOND LANGUAGE ATAR

(LIST A)

This course is aimed at students for whom Italian is a second, or subsequent, language. These students have not been exposed to, or interacted in, the language outside of the language classroom. The Italian: Second Language ATAR course can connect to the world of work, further study and travel. 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.

In ATAR Italian students will:

- Study and create texts in the target language
- Think independently and creatively
- Appreciate the role that Italy plays in one's life
- Understand how texts help us to understand the world

Year 11 (Units 1 and 2) cover:

- Family, friend and school relationships
- Italian traditions, events and rituals
- Communicating in the modern world
- Holiday tales and plans
- Destination Australia
- Travelling in the modern world

Year 12 (Units 3 and 4) cover:

- Italian things in a person's life and in the community
- Lifestyle, interests and activities of Italians
- The significance of critical analysis
- Global brand "Made in Italy" and Italy's contribution to the world
- Reflecting on one's life and planning for the future
- Communicating about environmental issues and the challenges facing the youth of today.

A student who completes the Italian course would be well suited to studying a range of options at university, including teaching, politics, history, arts, communication, journalism, tourism and international relations.

Further information about this course is available on the [SCSA website](#).

Mathematics

MATHEMATICS APPLICATIONS ATAR

(LIST B)

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

Year 11 (Units 1 and 2) cover:

- 'Consumer arithmetic' including rate and percentage change in the context of earning and managing money
- Algebra and matrices
- Shape and measurement
- Univariate data analysis and the statistical investigation process
- Applications of trigonometry
- Linear equations and their graphs

Year 12 (Units 3 and 4) cover:

- Bivariate data analysis
- Growth and decay in sequences
- Graphs and networks
- Time series analysis
- Loans, investments and annuities
- Networks and decision mathematics

Mathematics Applications provides the mathematical background recommended standards for all non-science based university courses, providing students with sound understanding of finance, statistics and decision mathematics. The course is designed for students who have a wide range of educational and employment aspirations including continuing their studies at university or TAFE.

Further information about university recommended standards is available on the [TISC website](#).

Further information about this course is available on the [SCSA website](#).

MATHEMATICS ESSENTIAL GENERAL

(LIST B)

The ability to transfer mathematical skills between contexts is a vital part of learning in the Mathematics Essential General course, and reasoning includes critically interpreting and analysing information represented through graphs, tables, and other statistical representations to make informed decisions. 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.

Year 11 (Units 1 and 2) cover:

- Basic calculations, percentages and rates
- Using formulas for practical purposes
- Measurement
- Graphs
- Representing and comparing data
- Percentages
- Rates and ratio
- Time and motion

Year 12 (Units 3 and 4) cover:

- Measurement
- Scales, plans and models
- Graphs in practical situations
- Data collection
- Probability and relative frequencies
- Earth geometry and time zones
- Loans and compound interest

The Mathematics Essential General course focuses on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. 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 offers students the opportunity to prepare for post-school options of employment and further training (TAFE).

Further information about this course is available on the [SCSA website](#).

MATHEMATICS FOUNDATION GENERAL

(LIST B)

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. A key component of the course is to prepare students for OLNA assessments. It provides students with the knowledge, skills and understanding to solve problems across a range of contexts including personal, community and workplace/employment.

Year 11 (Units 1 and 2) cover:

- Mathematical knowledge, understanding and skills to solve problems relating to addition and subtraction, length, mass, capacity, and time.
- The extraction of information from, and the interpretation of, various simple forms of data representation used in everyday contexts.
- Fractions and decimals
- Multiplication and division, perimeter, area and volume and qualitative probability

Year 12 (Units 3 and 4) cover:

- Percentages
- Link to fractions and decimals
- The solving of problems relating to the four operations using whole numbers, fractions, and decimals
- Location, time and temperature, and shape and its relationship to design
- Rates and ratios
- The connection between statistics and probability
- The solving of comprehensive real-life problems encountered in personal, workplace and community contexts.

This course provides the opportunity for students to prepare for post-school options of employment and further training (TAFE).

Further information about this course is available on [SCSA website](#).

MATHEMATICS METHODS ATAR

(LIST B)

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

Year 11 (Units 1 and 2) cover:

- Algebraic concepts and techniques required for a successful introduction to the study of functions and calculus
- Simple relationships between variable quantities
- Probability and statistics, conditional probability and independence
- Trigonometric functions
- Radian measure
- Exponential functions
- Arithmetic and geometric sequences and their applications
- Rates and average rates of change

Year 12 (Units 3 and 4) cover:

- Derivatives of exponential and trigonometric functions and their applications,
- Differentiation techniques and the concept of a second derivative
- Integration
- Calculus as a link between differentiation and integration
- Discrete random variables
- Modelling random processes involving chance and variation.
- The logarithmic function and its derivative.
- Continuous random variables
- Probabilities associated with continuous distributions are calculated using definite integrals
- Statistical inference

Mathematics Methods is a recommended standard site for further studies at university in computer science, robotics, biomedical sciences, agricultural science, all biological science courses, all physical science courses, and engineering. It is also advantageous for further studies in health and social sciences and is recommended for medicine at Curtin University.

This course attracts the 10% ATAR bonus (10% of the scaled score in Mathematics Methods ATAR will be added to the Tertiary Entrance Aggregate from which the ATAR score will be derived, even if this is not one of the student's best four scaled scores).

Further information about university pre-requisites is available on the [TISC website](#).

Further information about this course is available on the [SCSA website](#).

MATHEMATICS PRELIMINARY

The Mathematics Preliminary course is a relevant option for students who cannot access the ATAR or General course content with adjustment and/or disability provisions, or who are unable to progress directly to training from school, or who require modified and /or independent education plans. This course provides opportunities for practical and well-supported learning to help students develop a range of Numeracy skills to assist them upon leaving school.

PREREQUISITES

Preliminary courses are for students who have been identified as having a learning difficulty and/or an intellectual disability. Preliminary courses do not contribute to achievement of the WACE.

AIMS OF THE COURSE

The Mathematics Preliminary course focuses on the practical application of knowledge, skills and understandings to a range of environments that will be accessed by students with special education needs. Grades are not assigned for these units. Student achievement is recorded as 'completed' or 'not completed'. This course provides the opportunity for students to prepare for post-school options of employment and further training.

DESCRIPTION OF THE COURSE

Year 11

- Unit 1: Whole numbers, Money, Time, Measurement, Location, Shape and Transformation.
- Unit 2: Whole numbers, Money, Time, Measurement

Year 12

- Unit 3: Whole numbers, Money, Time, Measurement, Chance and Data
- Unit 4: Whole numbers, Money, Time, Chance and Data

More detailed course information can be found [on this link](#).

ASSESSMENT

May include observation rubrics, oral and/or written tasks, and written work experience feedback and/or reports.

MATHEMATICS SPECIALIST ATAR

(LIST B)

Mathematics Specialist 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. The Mathematics Specialist course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers, and matrices.

NOTE: Mathematics Specialist is the only ATAR mathematics course that should NOT be taken as a stand-alone course, and it is required to be studied in conjunction with the Mathematics Methods ATAR course as preparation for entry to specialised university courses.

Year 11 (Units 1 and 2) cover:

- Reasoning is continued explicitly in the topic Geometry through a discussion of developing mathematical arguments.
- Combinatorics
- Vectors in the plane provides new perspectives on working with two-dimensional space
- Matrices
- Trigonometry
- Proof by the principle of mathematical induction

Year 12 (Units 3 and 4) cover:

- The Cartesian form of complex numbers
- The study of functions and techniques of calculus
- Three-dimensional vectors, vector equations and vector calculus.
- Differentiation and integration
- Simple differential equations, in biology and kinematics.
- Statistics

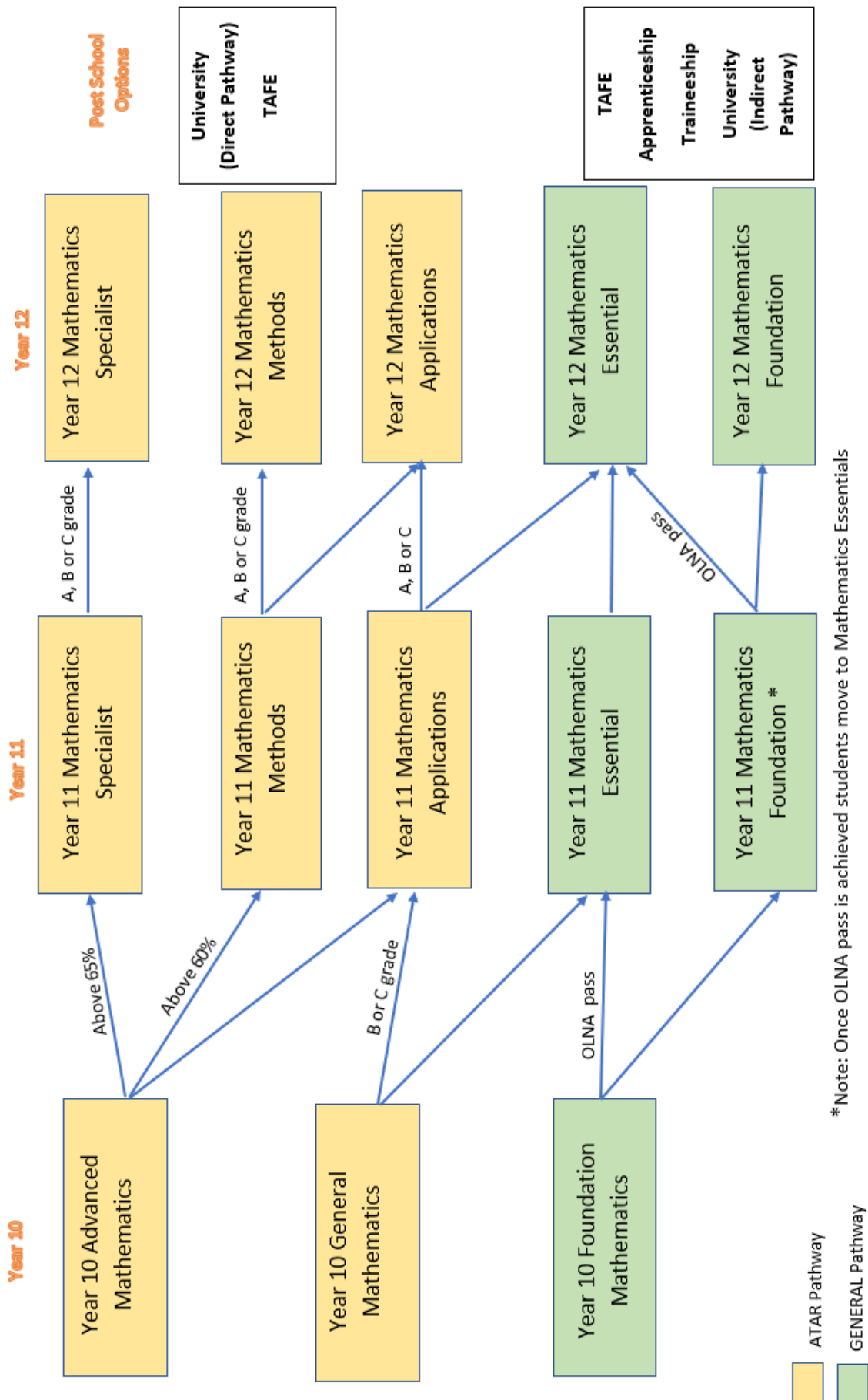
This course is recommended as a preparation for university courses such as Computer Science, Robotics, Engineering, Physical Sciences and Mathematics.

Further information about university course recommended standard sites is available on the [TISC website](#).

This course attracts the 10% ATAR bonus (10% of the scaled score in Mathematics Specialist ATAR will be added to the Tertiary Entrance Aggregate from which the ATAR score will be derived, even if this is not one of the student's best four scaled scores).

Further information about this course is available on the [SCSA website](#).

Mathematics Pathways Model



* Note: Once OLNA pass is achieved students move to Mathematics Essentials

Religious Education

RELIGION AND LIFE ATAR

(LIST A)

The Religion and Life ATAR course would appeal to students who are interested in understanding how religion influences, and is influenced by, society and people. At Lumen Christi College, the Religion and Life Course is studied from a Catholic perspective.

In ATAR Religion and Life students will:

- Explore Christianity and investigate the characteristics of its origins, foundations, social influence and development over time
- Analyse the role Catholicism has played in society
- Understand the challenges and opportunities Catholicism faces
- Think about how religion is connected to everyday life
- Employ various inquiry and learning skills to investigate the interplay between religion and life

Year 11 (Units 1 and 2) cover:

- The place of religion in society
- Religious belief, teaching, ritual and practice
- Structures and processes of a religion
- An important person and/or event in historical contexts
- The nature of a current issue and Catholicism's response

Year 12 (Units 3 and 4) cover:

- Religious identity and purpose and how people interact with religion
- The life of a significant religious person
- A religious belief, teaching, ritual or practice and its development over time
- How religion uses a particular structure and/or process to address important issues
- The significance of a religious event or issue from the past
- Current issues and the interaction with religion

A student who completes the Religion and Life course would be well suited to studying a range of options at university, including anthropology, sociology, philosophy, history, law, community development and international relations.

Further information about this course is available on the [SCSA website](#).

RELIGION AND LIFE GENERAL

(LIST A)

The Religion and Life GENERAL course would appeal to students who are interested in exploring the relationship between religion, society and individuals. At Lumen Christi College, the Religion and Life Course is studied from a Catholic perspective.

In General Religion and Life students will:

- Focus on religion as a human activity
- Understand the role religion plays in society and in the lives of people
- Examine the interplay between religion and life
- Develop religious inquiry and learning skills

Year 11 (Units 1 and 2) cover:

- Religion as a human activity
- How people search for meaning in life
- The characteristics of religion
- Religion in historical contexts
- Current issues for religion
- Religion inquiry and learning skills

Year 12 (Units 3 and 4) cover:

- The role religion plays in the lives of people
- How people interact with and respond to religion
- Religious identity
- An examination of the influence of religion on people
- How religious people interact with society
- The conducting of research and consolidation of skills required for processing information and communicating finding about religion and life

A student who completes the Religion and Life General course would be well suited to studying a range of options at TAFE which require communication, investigative and analytical skills.

Further information about this course is available on the [SCSA website](#).

RELIGION AND LIFE PRELIMINARY

The Religion and Life Preliminary course is a relevant option for students who cannot access the ATAR or General course content with adjustment and/or disability provisions. It provides students with opportunities to learn about one or more religions. They recognise features of religion, and the role religion plays in human affairs.

Through the course, students learn and apply skills that enable them to learn about religion and the role it plays in society and in the lives of people.

Students learn to use information about religion and follow suitable steps that assist with and help them to engage with their own learning.

Aims

The Religion and Life Preliminary course aims to develop students’:

- Understanding the place of religion in the lives of people
- understanding of the place of religion in society and the role it plays in society
- use of religious terms and concepts
- use of skills and processes that enable them to engage with, and participate in, their own learning about religion and life
- ability to share with others what they have learnt about religion and life.

By the end of Year 11, students will:

- recognise features of religion
- identify examples that illustrate the presence of religion in society
- recognise how religion is expressed in the lives of people
- identify examples of how religion is, and has been, expressed in Australia
- use language and information about religion and people involved with religion
- reflect upon their learning about religion and the people involved with religion

By the end of Year 12, students will:

- recognise ways in which religious faith is supported by religious communities
- identify examples of what religious communities do
- use language and information about religious communities
- reflect upon their learning about the work of religious communities
- recognise the role people play in religion
- identify examples of the role religion plays in society
- use language and information about the role that religion plays in society
- reflect upon their learning about the role that religion plays in society

Further information about this course is available on the [SCSA website](#).

RELIGION AND LIFE FOUNDATION

The Religion and Life Foundation course provides students with opportunities to learn about the Catholic denomination of Christianity and to recognise the role of religion in the lives of individuals and society. At Lumen Christi College, the Religion and Life Foundation Course is studied from a Catholic perspective.

In Religion and Life Foundation students will:

- Understand how Catholicism guides and shapes the world in which people live.
- Understand the place of Catholicism in the lives of people and in society.
- Use and apply religious inquiry and learning skills to question and research, analyse, evaluate, and communicate and reflect on matters related to a study of Catholicism.
- Use and apply literacy and numeracy concepts and techniques in practical situations that relate to a study of Catholicism.

Year 11 (Units 1 and 2) cover:

- Why people follow a religion
- Definition and key features of a religion
- Activities undertaken by religions in the community
- An overview of an important issue for a religion from the past or present and how a religion engages with this issue
- The experience of people who belong to a religion
- How people express a religious way of life
- The place of religion in Australian society

Year 12 (Units 3 and 4) cover:

As this is a Pilot program, the syllabus for 2024 is currently being finalised, therefore course content is not available at the time of publication.

A student who completes this course will be well suited to job opportunities in the areas of social worker, tourism, research, teaching, journalist, missionary or social services officer.

Science

BIOLOGY ATAR

(LIST B)

Students will explore biological concepts relating from microscopic organisms to ecosystems and the way biological systems interact and are interrelated. Fieldwork, laboratory activities, investigations and other research techniques will provide evidence-based information to analyse, and problem solve biological questions.

In ATAR Biology, students will:

- Understand how biological systems interact and are interrelated
- Study the major biological concepts, theories and models
- Carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- Use sound, evidence-based arguments to explain ethical concepts

Year 11 (Units 1 and 2) cover:

- Describing biodiversity
- Ecosystem dynamics
- Environmental law and conservation
- Cells as the basis for life
- Multicellular organisms
- Biotechnology

Year 12 (Units 3 and 4) cover:

- Mechanisms of heredity
- Population dynamics
- Theory of evolution
- Natural selection
- Homeostasis
- Transmission and impact of infectious disease
- Quarantine and agriculture
- Environmental changes

The study of Biology ATAR will provide students with skills and understanding to be applied in a wide range of further education and careers. These fields include medicine, veterinary, food and agriculture, environmental and marine sciences, biosecurity and quarantine, biotechnology and eco-tourism.

Further information about this course is available on the [SCSA website](#).

CHEMISTRY ATAR

(LIST B)

Chemistry aims to equip students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Students develop an understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties. It also enables students to relate chemistry to other sciences including biology, geology, medicine, molecular biology and agriculture and prepares them for future study in the sciences.

In ATAR Chemistry, students will:

- Understand the factors that affect chemical systems
- Appreciate chemistry as an experimental science that has developed through independent and collaborative research
- Become experts in conducting a range of scientific investigations
- Have the ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions

Year 11 (Units 1 and 2) cover:

- Atomic structure and bonding
- Energy changes and rate of reactions
- Properties of water
- Chemical calculations
- Acids and bases
- Organic chemistry

Year 12 (Units 3 and 4) cover:

- Equilibrium
- Acids and bases
- Redox reactions
- Organic chemistry
- Chemical synthesis

The study of Chemistry ATAR will provide students with skills and understanding to be applied in a wide range of further education and careers. These fields include chemistry, pharmacy, medicine, dentistry, forensic science, and engineering. In addition, knowledge of chemistry is valuable in many associated fields, such as art, winemaking, agriculture and food technology.

Further information about this course is available on the [SCSA website](#).

HUMAN BIOLOGY ATAR

(LIST B)

The Human Biology ATAR course gives students a chance to explore what it is to be human – how the human body works, the origins of human variation, inheritance in humans, the evolution of the human species and population genetics. Through their investigations, students research new discoveries that increase our understanding of human dysfunction, treatments and preventative measures.

In ATAR Human Biology students will:

- Know the structure and function of the human body maintains homeostasis
- Understand the importance of inheritance and its interrelationships with human variability and evolution.
- Evaluate the impacts of advancements in Human Biology
- Communicate understandings of Human Biology
- Understand how scientists use knowledge of Human Biological systems in a wide range of applications

Year 11 (Units 1 and 2) cover:

- The structure and function of body systems,
- The interrelationships between systems
- The reproductive systems of males and females
- The mechanisms of transmission of genetic material

Year 12 (Units 3 and 4) cover:

- The nervous and endocrine systems
- The body's immune responses
- Variations in humans
- Evolutionary trends in hominids

The study of Human Biology ATAR will provide students with skills and understanding to be applied in a wide range of further education and careers. These fields include medicine, nursing, paramedicine, childcare, social work, diet and nutrition and science education.

Further information about this course is available on the [SCSA website](#).

HUMAN BIOLOGY GENERAL

(LIST B)

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

In Human Biology General students will:

- Understand how scientists use knowledge of human biological systems in a wide range of applications
- Understand how the structure and function of the human body systems
- Understand how scientists use knowledge of human biological systems in a wide range of applications
- Communicate understandings of Human Biology

Year 11 (Units 1 and 2) cover:

- The cell system
- The respiratory system
- The circulatory system
- The digestive system
- The urinary system
- Male and female reproduction systems

Year 12 (Units 3 and 4) cover:

- Bones, muscles and nerves
- Hormones
- The causes and spread of disease
- The response to invading pathogens.

Studying Human Biology General will provide students with skills and understanding to be applied in a wide range of further education and careers.

Further information about this course is available on the [SCSA website](#).

SCIENCE IN PRACTICE GENERAL (INTEGRATED SCIENCE)

(LIST B)

The Science in Practice course enables students to investigate science issues, in the context of the world around them. It incorporates aspects of biology, chemistry, geology and physics and can also include less traditional areas such as forensic science and biotechnology. Science in Practice encourages students to be questioning, reflective and critical thinkers about scientific issues.

In Science in Practice General students will:

- Answer questions about the natural and technological world
- Analyse information to find patterns and draw conclusions about science concepts
- Investigation, evaluate scientific problems
- Understand that science is a human activity involving the application of scientific knowledge
- Communicate understandings of science

Year 11 (Units 1 and 2) cover:

- Biological and earth systems
- Atomic structure
- Mixtures and solutions
- Motion and forces

Year 12 (Units 3 and 4) cover:

- Ecosystems
- Sustainability
- Species continuity and change
- Chemical reactions
- Energy

Studying Science in Practice General will provide students with skills and understanding to be applied in a wide range of further education and careers.

Further information about this course is available on the [SCSA website](#).

PHYSICS ATAR

(LIST B)

Physics is a fundamental science that endeavours to explain natural phenomena. It uses 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 ATAR Physics, students will:

- Communicate physics understanding, findings and arguments
- Use accurate and precise measurement, valid and reliable evidence, to evaluate claims
- Investigative skills, including the design and conduct of investigations to explore phenomena and solve problems
- Understand the ways models and theories of physics are refined
- Appreciation of the wonder of physics

Year 11 (Units 1 and 2) cover:

- Heating processes
- Radioactivity and nuclear reactions
- Electrical physics
- Linear motion
- Wave models

Year 12 (Units 3 and 4) cover:

- Motion in gravitational
- Motion in electric
- Motion in magnetic fields
- Theory of electromagnetism
- Quantum theory of light and matter
- The special theory of relativity
- The standard model of particle physics

The study of Physics ATAR will provide students with skills and understanding to be applied in a wide range of further tertiary education and careers. These fields include theoretical and practical physics, space sciences, nanotechnology, medical physics and telecommunications.

Further information about this course is available on the [SCSA website](#).

PSYCHOLOGY GENERAL

(LIST B)

Psychology is the scientific study of how people think, feel and act. 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. 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.

In General Psychology students will:

- Understand psychology provides scientific explanations of behaviour
- Use information gathering methods to explore and answer questions about human thinking, emotion and behaviour
- Develop and select questions and ideas or hypotheses
- Plan and conduct research to test these ideas
- Interpret information received and communicate feelings, thoughts and ideas

Year 11 (Units 1 and 2) cover:

- The theories of general intelligence
- The role of verbal and non-verbal communication
- Ethical issues
- The human brain
- The role of nature and nurture.

Year 12 (Units 3 and 4) cover:

- How personality is shaped
- Different states of consciousness
- The role of sensation
- The role of perception
- Piaget's theory of cognitive development
- Kohlberg's theory of moral development
- The role of nature and nurture

Studying psychology will provide students with skills and understanding to be applied in a wide range of further education and careers.

Further information about this course is available on the [SCSA website](#).

Technologies

Year 11 and 12 Technologies Courses

- Applied Information Technology GENERAL
- Engineering GENERAL (Drones)
- Materials Design Technology - Woodwork GENERAL
- Materials Design Technology – Textiles GENERAL
- Food Science Technology GENERAL
- Children Family and the Community GENERAL
- Certificate II Applied Digital Technology
- Certificate III in Information Technology
- Certificate III in Engineering – Technical (2 Year course)
- Certificate II in Engineering Pathways (2 Year course)

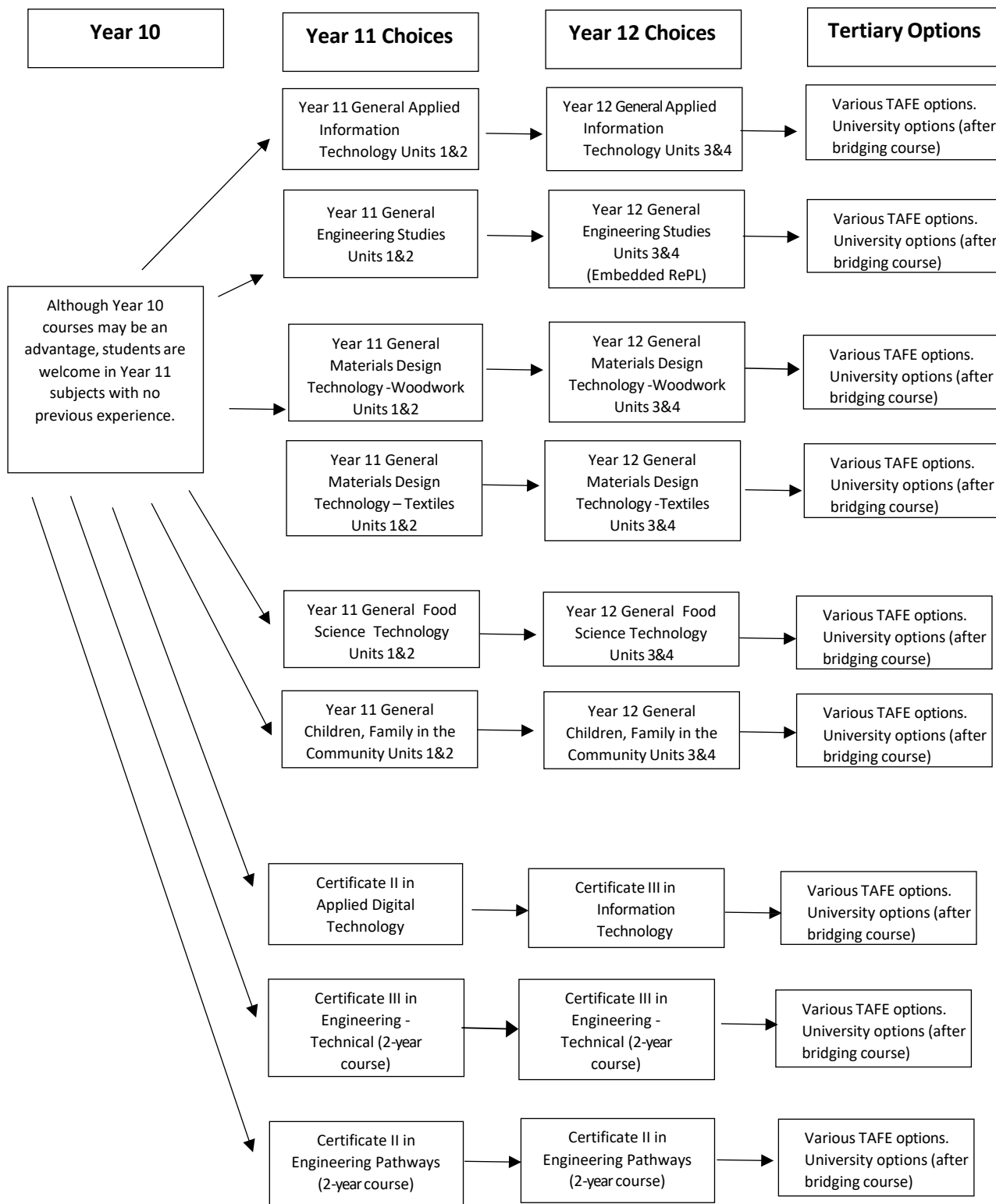
Why study Technologies?

A technologies course involves the application of knowledge, resources, materials, tools, and information in the design of products and processes to develop and extend skills to control and modify natural and manmade environments. At Lumen, this involves the application of the latest industry-based tools and equipment to solve problems in creative ways.

The world in which we live is complex and ever-changing. The study of technologies subjects equips students with skills and dispositions to participate in society as informed citizens. Within each of the technology subjects, students explore a range of authentic real-world situations that assist students become technology literate, and it is through this technology literacy that students are able to be active contributors to society.

Technologies Pathways Model

The most common course selections are represented in the block diagram below. Students may be able to switch pathways in some courses, dependent on meeting all school requirements.



CHILDREN, FAMILY AND THE COMMUNITY GENERAL

(LIST A)

The Children, Family and the Community General course will appeal to those students who are interested in exploring the factors that influence human development and the wellbeing of individuals, families and communities. Students will learn that beliefs, values and ethics influence decisions made by individuals, families, and communities.

In General Children, Family and the Community students will:

- Explore human development and growth
- Apply the technology process
- Think independently and creatively
- Self-management and interpersonal skills
- Society and support systems

Year 11 (Units 1 and 2) cover:

- Developmental theories
- Family uniqueness
- Environments that promote optimal growth and development
- Decision-making, goal setting, self-management and cooperation
- Roles and responsibilities
- Communicating and advocating

Year 12 (Units 3 and 4) cover:

- Cultural diversity
- Individuals and wellbeing
- Developmental theories and cognitive development
- Values and attitudes
- Effective self-management and interpersonal skills
- Services and systems

This course caters for students who are seeking career pathways in areas such as: Education, Nursing, Community Services, Childcare and Health.

Further information about this course is available on the [SCSA website](#).

APPLIED INFORMATION TECHNOLOGY GENERAL

(LIST B)

Note: Applied Information Technology General and Certificate II Applied Digital Technology have vastly different content and it is possible that students can select both as subjects.

Students who enjoy exploring the fundamental principles, concepts and skills within the field of computing would enjoy this course. Students develop problem-solving abilities and technical skills as they learn how to diagnose and solve problems in the course of understanding the building blocks of computing.

In GENERAL, APPLIED INFORMATION TECHNOLOGY students will:

- Apply a design process when creating or modifying information solutions
- Understand the nature and use of computer hardware and software
- Think independently and creatively
- Understand how legal, ethical and social considerations impact technology

Year 11 (Units 1 and 2) cover:

- Design concepts
- Hardware
- Impacts of technology
- Applications skills
- Project management
- Managing data
- Networks

Year 12 (Units 3 and 4) cover:

The topics from Year 11 are further explored in Year 12 with an increase in complexity and cognitive load.

- Design concepts
- Hardware
- Impacts of technology
- Applications skills
- Project management
- Managing data
- Networks

A student who completes the APPLIED INFORMATION TECHNOLOGY GENERAL course will have a strong understanding of the theoretical and practical foundations of digital technologies and would have developed a range of skills to create, manipulate and communicate in a digital world. This will equip them with a sound understanding of computing to support students pursuing further studies in related fields.

Further information about this course is available on the [SCSA website](#).

ENGINEERING STUDIES GENERAL

(LIST B)

The Engineering Studies General course is essentially a practical course delivered within the context of the drone industry. Students who are highly interested in the increasingly technological world, will explore the field of mechatronics. Applying the engineering process students realise the relationship between creativity and lateral thinking when problem solving to turn ideas into reality.

In General Engineering Studies students will:

- Apply and communicate the engineering process
- Understand scientific and mathematical concepts used in engineering
- Use materials, skills and technologies to undertake challenges
- Understand the interrelationships between engineering projects and society
- Achieve a remote pilots' licence

Year 11 (Units 1 and 2) cover:

- Engineering design process
- Automation and technical innovation
- Study and interpret design brief
- Core and specialist area theory
- Prototypes and working models
- Scientific, mathematical and technical concepts

Year 12 (Units 3 and 4) cover:

- Different forms of energy
- Orthographic drawings
- Produce, test and evaluate
- Obsolescence in engineering
- Construction constraints

This course is particularly suited to those students who are interested in working in the increasingly diverse drone industry; photography, agriculture, logistics and even live media.

Embedded Remote Pilot License (RePL)

On completing the necessary course requirements for the Remote Pilots License (RePL) students will have the opportunity to complete the assessment process to be able to obtain this accreditation. This is a rigorous course that will be delivered throughout the two-year period. Students must complete and maintain all records in accordance with the Civil Aviation Safety Authority (CASA) requirements to be able to attempt the assessment. Students must maintain their enrolment for both Year 11 and Year 12 to be able to complete the course.

Further information about this course is available on the [SCSA website](#).

FOOD SCIENCE TECHNOLOGY GENERAL

(LIST B)

Students who desire to understand how the properties of food and how science and technologies are used to meet the needs of consumers and producers would enjoy this course. In the Food Science and Technology General course, students develop their interests and skills through the design, production and management of food-related tasks.

In General Food Science Technology students will:

- Understand properties and purposes of food
- Investigate, devise, and produce food products
- Understanding food in Society
- Understand the importance of safe and sustainable practises

Year 11 (Units 1 and 2) cover:

- Sensory and physical properties of food
- Concepts that promote healthy eating
- Safe workplace procedures, processing techniques and food handling
- Food sources and the role of macronutrients and water
- Labelling and packaging requirements

Year 12 (Units 3 and 4) cover:

- Societal, lifestyle and economic issues
- Food products and processing systems
- Occupational safety and health requirements, implement safe food handling
- Principles of dietary planning
- Equipment, resources and processing techniques

The Food Science and Technology General course best suits students who wish to enhance their employability and career opportunities in areas that include nutrition, health, food and beverage manufacturing, food processing, community services, hospitality, and retail.

Further information about this course is available on the [SCSA website](#).

MATERIALS DESIGN AND TECHNOLOGY (TEXTILES) GENERAL

(LIST B)

Materials Design and Technology (Textiles) is a practical course where students develop their depth of knowledge in the origins, production and end uses of textiles. With flexibility to incorporate additional materials - this course is suited to those students who enjoy demonstrating their creative ideas through manipulating textiles.

In General Materials Design and Technology students will:

- Apply a technology process
- Understand the use of materials
- Think independently and creatively
- Create material products of interest to specified standards
- Understand how materials impact the environment

Year 11 (Units 1 and 2) cover:

- Fibre types, classifications and structures
- Origins, classification, properties and the end use of synthetic fibres
- Skills and techniques manipulating materials
- Demonstrate pattern skills
- Safety and environmental sustainability
- Sewing machine skills and construction techniques

Year 12 (Units 3 and 4) cover:

- Construction and pressing techniques
- Properties of natural and manufactured fibres
- Production management
- Fabric decoration, embellishment and manipulation techniques
- Regenerated fibres
- Constraints and environmental impacts of recycling materials

The Material Design Technology courses are design to provide the foundation for those students who wish to prepare for a future career in fashion design, costume designer or visual merchandiser.

Further information about this course is available on the [SCSA website](#).

MATERIALS DESIGN AND TECHNOLOGY (WOOD) GENERAL

(LIST B)

Materials Design and Technology (Wood) is a practical course where students develop their depth of knowledge in the origins, production and end uses of wood. With flexibility to incorporate additional materials - this course is suited to those students who enjoy demonstrating their creative ideas through manipulating wood.

In General Materials Design and Technology students will:

- Apply a technology process
- Understand the use of materials
- Think independently and creatively
- Create material products of interest to specified standards
- Understand how materials impact the environment

Year 11 (Units 1 and 2) cover:

- Classifications, workability of various types of wood
- Origins, properties and the end use of manufactured boards
- Skills and techniques manipulating materials
- Identification of common timber sizes and finishes
- Demonstrate skills using tools and machinery
- Safety and environmental sustainability

Year 12 (Units 3 and 4) cover:

- Western Australian hardwoods
- Classification of adhesives for timber
- Types and classifications of finishes
- Common wood joints and fastening methods
- Project management
- Constraints and environmental impacts of recycling materials

The Material Design Technology courses are design to provide the foundation for those students who wish to prepare for a future career such as cabinetmakers, woodworking machine operators and furniture finishers.

Further information about this course is available on the [SCSA website](#).

Murdoch FlexiTrack High

If you're approaching Year 12 and are not guaranteed an ATAR selection rank but want to study at Murdoch University after high school, FlexiTrack High could be the perfect option for you.

FlexiTrack High is designed to help you develop the skills needed to succeed at university. Murdoch University works with participating secondary schools to provide a structured and supportive learning experience for student seeking an alternative option to the ATAR pathways into university. The program is delivered as a blended program utilising both online independent study and dedicated class time at each partner school. Murdoch tutors guide and assess the student learning experience and support teacher facilitators at participating schools.

In Murdoch FlexiTrack High students will complete a course that consists of four online modules, each comprising a combination of video lectures, readings, mini-quizzes, forum discussions, reflective blog posts, video journals and one major assignment in each of the last three modules.

- The first module is focussed on learning about academic culture, preparing to be a university student and learning Murdoch's referencing system
- Then the course moves on to studying social activism and explores how the digital world plays a role in making social change
- The third module is based on media studies and exploring how advertising works on consumers
- Module four has a scientific focus where students will learn about interpreting data and research into mental health to produce a scientific report

Dates: Thursday 1 February 2024 - Friday 20 September 2024

Cost: \$1,200 (Full funded scholarships are available to equity students)

Eligibility: To succeed students must be committed to attending FlexiTrack High classes during Terms 1, 2 and 3 while completing Year 12, as well as studying independently and in the term breaks. To best cope with course demands we recommend students that have achieved an A Grade in Year 11 General English or a C Grade in Year 11 ATAR English.

Students will be eligible to apply for an undergraduate course at Murdoch University with an entry requirement of 70 ATAR if they successfully pass FlexiTrack High and meet attendance requirements.

Further information about this course is available on the [Murdoch website](#)

Courses available at Murdoch can be seen [here](#). Students who pass the FlexiTrack High will be eligible to apply for any course that indicates a selection rank of 70.



Vocational Education & Training

Vocational Education & Training Course Information



Get Ahead and Get Qualified

The recognition of the diverse needs amongst our students has led to the highly successful development of the VET program at Lumen Christi College. Our program tailors learning to meet students' needs and at the same time allows students to explore career pathways with the wider variety of VET courses on offer in both our VET at Lumen and the VET at TAFE programs.

Our courses are selected carefully and aim to help address skill shortages and create opportunities to gain meaningful employment within industry. The VET at Lumen program provides students the opportunity to complete a TAFE certificate in the area of Business, Engineering and Arts courses within the College.

In addition to the VET at Lumen program, students are encouraged to take advantage of the wide range of courses available at TAFE and Private Training Providers, through the VTAFE (VET at TAFE) program. In this program, students will attend TAFE one day per week and work towards a national accredited certificate at either a Certificate III or Certificate IV level upon completing high school. If students successfully complete a Certificate III and IV, they could use this as a stepping stone or an alternate pathway to university.

VTAFE – External Courses

The VTAFE Certificate courses are conducted one day per week at a TAFE College or private RTO. Students will not attend Lumen Christi College on this allocated day.

Students who study a Certificate IV will receive a study period each day they attend Lumen Christi College that they will use to manage their workload.

When choosing a VET at TAFE course, students are also required to choose a reserve course in the eventuality that the course is unavailable at TAFE or delayed in starting.

In the past students have completed qualifications in the following industries:

- Automotive (Electrical, Auto, Light and Heavy)
- Building and Construction
- Childcare & Aged Care
- Education Support
- Floristry
- Gas Fitting & Plumbing
- Hairdressing
- Health Services
- Horticulture
- Hospitality – Food & Beverage
- Painting and Decorating
- Surveying & Spatial Information
- Tourism and Events Organisation

There are many courses at TAFE to choose from. Please speak to Mrs Voola to assist you in choosing the right course for you. Positions are determined by the availability of places at TAFE organisations.

VET at Lumen – Internal Courses

The Vocational Education & Training Department at Lumen Christi College enables students in Year 11 and 12 the opportunity to complete a qualification. Lumen Christi College offers Nationally Accredited Vocational Education and Training certificates through North Metropolitan TAFE, South Metropolitan TAFE and other Registered Training Organisations (RTO)

These courses are delivered internally at Lumen Christi College and provide students a pathway to further vocational tertiary studies such as TAFE or other private RTOs

Students enrolled in a qualification at Lumen Christi College will receive a Statement of Attainment and Qualification Certificate upon completion

The Statement of Attainment will list all the Units of Competency outcomes in order for the student to apply for further tertiary studies

Benefits:

- Fast track through to the next level of related VET course in the following year working towards a Diploma
- Pathway to University via further VET studies
- Practical experience leading to work readiness
- Increase your competitiveness in the workforce
- Achieve a nationally accredited qualification
- No additional work required other than doing your best and using your class time effectively
- No Examinations, Assessments are competency based
- The course fee is far less than taking these certificates externally

Students at Lumen Christi College can choose to enrol in any of the following qualification internally:

- ICT20120 – Certificate II in Applied Digital Technologies
- BSB20120 – Certificate II in Workplace Skills
- BSB30115 - Certificate III in Business
- CUA30120 – Certificate III in Dance
- CUA31120 – Certificate III in Visual Arts
- CUA30915 – Certificate III in Music
- MEM20413 – Certificate II in Engineering - Pathways
- MEM30505 – Certificate III in Engineering - Technical



ICT20120 – CERTIFICATE II IN APPLIED DIGITAL TECHNOLOGIES

The Certificate II in Applied Digital Technologies will equip you with the skills to either seek general employment or start you on an academic pathway for a career in the IT industry

This one-year course provides the foundation skills and knowledge to use basic applied digital technologies in varied contexts. It is designed for those wanting to develop the necessary digital and technology skills in preparation for work

Students must complete a total of twelve (12) units of competency. These consist of six (6) core units and six (6) elective units

In this course you will gain skills in:

- develop digital imaging skills
- use and develop social media presence
- work with basic computer hardware and operating systems
- gain workplace health and safety knowledge
- develop sustainable work practices
- internet research
- business software applications

This qualification provides the foundation skills and knowledge to use basic applied digital technologies in varied contexts such as Help Desk Support Worker, ICT Assistant and Data Entry Clerk. Further study opportunities: ICT30115 Certificate III in Information Technology.



This course is offered under a third-party arrangement with IVET (RTO Code 40548). IVET is responsible for the quality assurance of the training and assessment and the issue of awards on successful completion.





BSB20120 – CERTIFICATE II IN WORKPLACE SKILLS

The Certificate II in Workplace skills is an exciting opportunity for students to combine a Certificate II in Year 11 with a Certificate III in Business in Year 12. Achieving dual qualifications on graduation. This Certificate is a must if you are completing a general OR an ATAR pathway.

The Certificate II in Workplace skills reflects the role of individuals in a variety of entry-level Business Services job roles and in developing the necessary skills in preparation for work in general.

On successful achievement of the Certificate II in Workplace skills the students will have already completed 7 competencies towards the Certificate III in Business in Year 12.

Students will gain skills relating to the following”

- Communication skills
- Plan and apply time management
- Contribute to the Health and Safety
- Personal wellbeing in the workplace
- Use Business Software applications
- Use Digital technologies to communicate
- Work effectively in a Business environment

BSB30120 – CERTIFICATE III IN BUSINESS

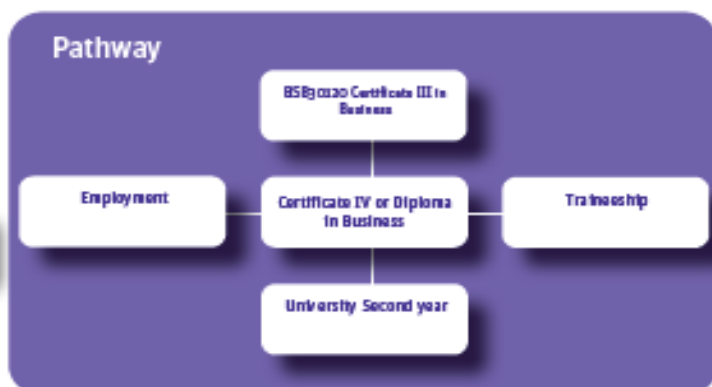
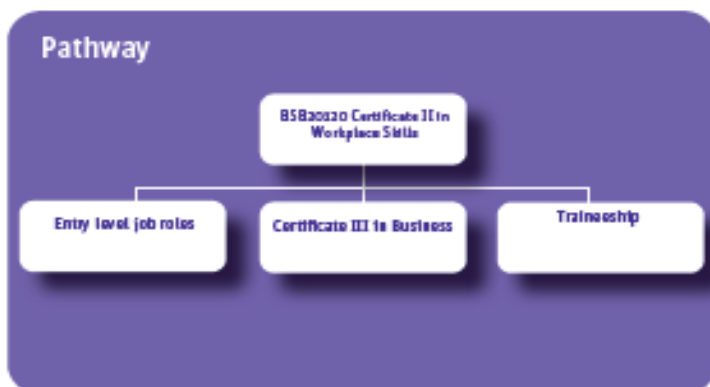
Following on from the Certificate II in Workplace skills in Year II, students have the opportunity to build on this in Year 12 to complete the Certificate III in Business. Graduates of these two Certificates will be able to take responsibility for their own work and apply a range of well developed skills to a variety of predictable problems, where discretion and judgment is required. This qualification aims to develop the administrative skills at a higher level. The skills achieved link closely with Employability skills and are transferrable to most employment and training situations.

In addition to the skills gained in Year 11. Students will achieve the following:

- Critical thinking skills
- Inclusive work practices
- Develop Web presence
- Sustainable practices



This course is offered under a third-party arrangement with IVET (RTO Code 40548). IVET is responsible for the quality assurance of the training and assessment and the issue of awards successful completion.





CUA30120 – CERTIFICATE III IN DANCE

This course is run over two years and provides intermediate skills in the following dance styles: Jazz, Ballet, Contemporary, Street and Tap. This involves attaining industry skills and knowledge in order to develop on comprehensive understanding of dance and performance. The course objectives clearly emphasise the development of practical abilities and the opportunity to study various styles of dance disciplines within a coherent and structured content.

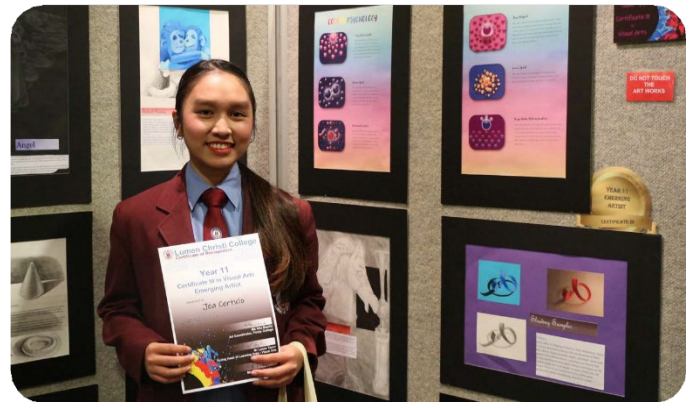
This qualification can be used as a pathway into the live performance industry such as Dance Performer, Choreographer and/or Dance Teacher. It enables students who are intending to pursue dance as a career to complement their current training in the elements of the abovementioned five dance styles.

Training:

- Work effectively in the creative arts industry
- Develop basic dance composition skills
- Integrate rhythm dance or movement technique
- Incorporate artistic expression into basic dance performance
- Condition the body for dance performances
- Plan a career in the creative arts industry
- Develop performance techniques



This course is offered under a third-party arrangement with Empowerdance (RTO Code 40397). Empowerdance is responsible for the quality assurance of the training and assessment and the issue of awards on successful completion.



CUA31120 – CERTIFICATE III IN VISUAL ARTS

This certificate qualifies learners to develop the basic creative and technical skills that underpin visual arts and craft practices.

After achieving this qualification, learners may progress to a wide range of other qualifications in visual arts, craft, or the creative industries more broadly.

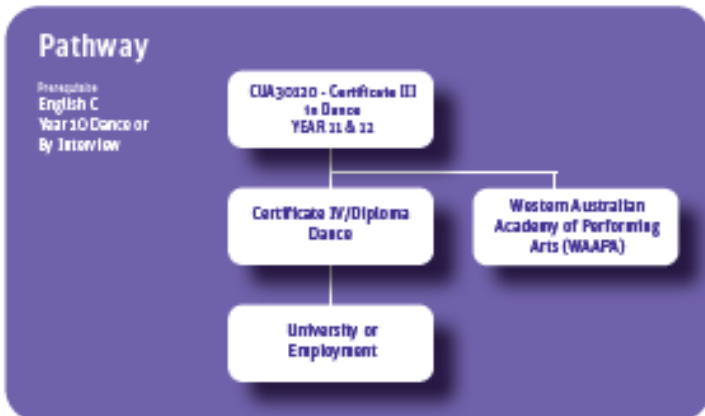
There are no entry requirements for this qualification.

Training:

- Practical drawing skills
- Colour theory and colour psychology
- Printmaking and painting
- Art as a language, elements and principles of design
- Using art to investigate mood and meaning
- Historical and contemporary investigations of other artists' work
- Safe work practices (OHS)
- Reviews, reflections on art and art practices
- Creativity
- Art literacy



This course is offered under a third-party arrangement with North Metropolitan TAFE (RTO Code 52786). North Metropolitan TAFE is responsible for the quality assurance of the training and assessment and the issue of awards on successful completion.





CUA30920 – CERTIFICATE III IN MUSIC

This is a two year course that extends student’s knowledge understanding and experience in a variety of contexts within the music industry, giving them the opportunity to complete a formal qualification that opens pathways to a variety of career and post secondary options.

By completing this course, the students will gain an immediate understanding of song writing/composition, arranging, music, theory, music production and performance. Students will gain experience in the studio and on stage. They will be equipped in today’s marketplace to take their learning to the next level in the Certificate IV in Music or as an alternate pathway into university.

Students undertake this course must have competent instrumental and/or vocal skills to be eligible for enrolment.



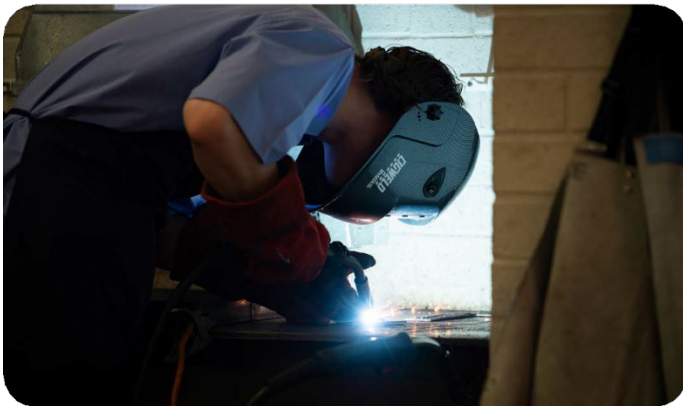
COLLEGE OF SOUND
AND MUSIC PRODUCTION

This course is offered under a third-party arrangement with College of Sound and Music Production (COSAMP) (RTO Code 41549). COSAMP is responsible for the quality assurance of the training and assessment and the issue of awards on successful completion.

Training

- Safe practices (WHS)
- Ethics in the music industry (eg, copyright arrangements)
- Developing creative arts industry knowledge
- Understanding of musical style and genre
- Reviewing performances
- Writing song lyrics
- Performing individually as part of a group
- Making a music demo
- Composition and arranging skill





MEM20413 – CERTIFICATE II IN ENGINEERING PATHWAYS

This two year course provides students with practical skills and the knowledge to work in many of the metal trades fields. Students learn to work to tolerances as specified by industry or Australian standards and to improve the employability of the student.

The Certificate II in Engineering – opens more doors than just trades in the metalwork industry. This course has 18 units of competency, many of which overlap to the fields of automotive, mechanics, marine, electronics, electrical, fabrication, engineering, plumbing and gas, construction and building, machinery, aeronautical and drafting.

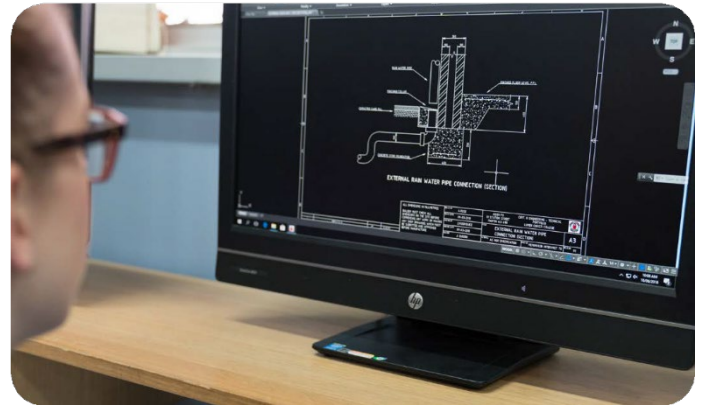
This course not only offers many skills but you get the opportunity to make items for yourself and for industry clients.

Training:

- MLG welding
- Arc Welding
- Machining
- Lathe turning
- Oxy Welding (Brassing and Fusion)



This course is offered under a third-party arrangement with South Metropolitan TAFE (RTO Code 52787). South Metropolitan TAFE is responsible for the quality assurance of the training and assessment and the issue of awards on successful completion.



MEM30505 – CERTIFICATE III IN ENGINEERING - TECHNICAL

This two year course provides students with practical skills and knowledge to assist in the drafting of engineering drawings.

The main focus of the course is on the production of orthogonal drawings to Australian Standards using different computer aided drawing (CAD) progress.

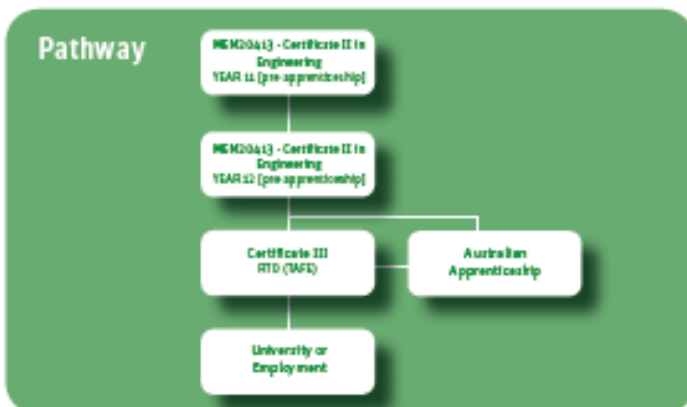
Some course time will be spent in the wood workshop manufacturing projects. Common mathematical subjects used in the drafting industry are also covered.

Training:

- Drafting Engineering drawings to Australian Standards
- Using different CAD packages to complete drawings in both 2D and 3D
- Painting in 2D and 3D
- General computing skills
- Problem solving
- Understanding career opportunities available after graduation that utilise technical drawing skills.



This course is offered under a third-party arrangement with South Metropolitan TAFE (RTO Code 52787). South Metropolitan TAFE is responsible for the quality assurance of the training and assessment and the issue of awards on successful completion.



YEAR 11 ATAR COURSES: RECOMMENDED YEAR 10 STANDARDS

All Grades below relate to the State Grades that appear on the Semester One.

LIST	COURSES WITH PREREQUISITES	PREREQUISITES - Year 10 Results	LIST	COURSES WITHOUT PREREQUISITES
ARTS				
A	Drama ATAR	B Grade in English <u>and</u> Drama	A	Drama General
A	Visual Arts ATAR	B Grade in English <u>and</u> Visual Arts	N/A	Visual Arts Preliminary
ENGLISH				
A	Literature ATAR	A Grade in English	A	English Preliminary
A	English ATAR	B Grade in English		
A	English General	Category 3 in the OLN Reading and Writing components		
B	English Foundation	Compulsory for students in Category 1 or 2 in the OLN Reading and Writing components.		
HEALTH and PHYSICAL EDUCATION				
B	Physical Ed. Studies ATAR	B Grade in Science <u>and</u> Physical Education	B	Physical Ed. Studies General
A	Health Studies ATAR	B Grade in English	A	Health Studies General
			B	Outdoor Education General*
HUMANITIES and SOCIAL SCIENCES (HASS)				
A	Economics ATAR	B Grade in HASS	A	Business Management and Enterprise General
A	Geography ATAR	B Grade in HASS	A	Geography General
A	Modern History ATAR	B Grade in HASS	A	Modern History General
A	Politics and Law ATAR	B Grade in HASS		
LANGUAGES				
A	Italian ATAR	B Grade in Italian		
MATHEMATICS				
B	Mathematics Specialist ATAR	A Grade in Mathematics (plus HOLA recommendation)	N/A	Mathematics Preliminary
B	Mathematics Methods ATAR	A Grade in Mathematics		
B	Mathematics Applications ATAR	B Grade in Mathematics		
B	Mathematics Essential General	Category 3 in the OLN Numeracy Component		
B	Mathematics Foundation	Compulsory for students in Category 1 or 2 in the OLN Numeracy component		
RELIGION and LIFE				
A	Religion and Life ATAR		A	Religion and Life General
A	Religion and Life Foundation	Recommended for students in Category 1 or 2 in the OLN Reading and Writing components	N/A	Religion and Life Preliminary

SCIENCE

B	Biology ATAR	B Grade in Science	B	Human Biology General
B	Chemistry ATAR	B Grade in Science <u>and</u> Mathematics	B	Science in Practice General
B	Human Biology ATAR	B Grade in Science	B	Psychology General
B	Physics ATAR	B Grade in Science <u>and</u> Mathematics		

TECHNOLOGIES

A	Children Family and Community General
B	Applied Information Technology General
B	Engineering Studies General
B	Food Science Technology General
B	Materials Design and Technology (Textiles) General
B	Materials Design and Technology (Wood) General

VET at Lumen

Certificate III in Music Industry*	Need to be able to play an instrument	Certificate II in Applied Digital Technologies
Certificate III in Dance*	C Grade in English and Year 10 Dance (or by interview)	Certificate II in Workplace Skills
		Certificate III in Visual Arts*
		Certificate II in Engineering Pathway*
		Certificate III in Engineering Technical*

UNACCEPTABLE COMBINATIONS (ATAR)

Any ATAR course and Corresponding General course

Mathematics Applications ATAR with Mathematics Specialist ATAR

VET at Lumen

* This Certificate is a two-year course to be studied in Year 11 and Year 12.

All VET Certificate courses attract additional Auspicing fee of approximately \$380.00. For further information please contact the College Finance Department.

YEAR 12 ATAR COURSES: PRE-REQUISITES

LIST	COURSES WITH PREREQUISITES	PREREQUISITES - Year 11 Results	LIST	COURSES WITHOUT PREREQUISITES
ARTS				
A	Drama ATAR	Achieve above 55% in corresponding Year 11 ATAR course	A	Drama General
A	Visual Arts ATAR	Achieve above 55% in corresponding Year 11 ATAR course	N/A	Visual Arts Preliminary
ENGLISH				
A	Literature ATAR	Achieve above 55% in corresponding Year 11 ATAR course	N/A	English Preliminary
A	English ATAR	Achieve above 55% in corresponding Year 11 ATAR course		
A	English General	Category 3 in the OLNA Reading and Writing components		
A	English Foundation	Compulsory for students in Category 1 or 2 in the OLNA Reading and Writing components.		
HEALTH and PHYSICAL EDUCATION				
B	Physical Ed. Studies ATAR	Achieve above 55% in corresponding Year 11 ATAR course	B	Physical Ed. Studies General
A	Health Studies ATAR	Achieve above 55% in corresponding Year 11 ATAR course	A	Health Studies General
			B	Outdoor Education General*
HUMANITIES and SOCIAL SCIENCES (HASS)				
A	Economics ATAR	Achieve above 55% in corresponding Year 11 ATAR course	A	Business Management and Enterprise General
A	Geography ATAR	Achieve above 55% in corresponding Year 11 ATAR course	A	Geography General
A	Modern History ATAR	Achieve above 55% in corresponding Year 11 ATAR course	A	Modern History General
A	Politics and Law ATAR	Achieve above 55% in corresponding Year 11 ATAR course		
LANGUAGES				
A	Italian ATAR	Achieve above 55% in corresponding Year 11 ATAR course		
MATHEMATICS				
B	Mathematics Specialist ATAR	Achieve above 55% in corresponding Year 11 ATAR course	N/A	Mathematics Preliminary
B	Mathematics Methods ATAR	Achieve above 55% in corresponding Year 11 ATAR course		
B	Mathematics Applications ATAR	Achieve above 55% in corresponding Year 11 ATAR course		
B	Mathematics Essential General	Category 3 in the OLNA Numeracy Component		
B	Mathematics Foundation	Compulsory for students in Category 1 or 2 in the OLNA Numeracy component		

RELIGION and LIFE

A	Religion and Life ATAR	Achieve above 55% in corresponding Year 11 ATAR course	A	Religion and Life General
A	Religion and Life Foundation	Recommended for students in Category 1 or 2 in the OLN Reading and Writing components	N/A	Religion and Life Preliminary

SCIENCE

B	Biology ATAR	Achieve above 55% in corresponding Year 11 ATAR course	B	Human Biology General
B	Chemistry ATAR	Achieve above 55% in corresponding Year 11 ATAR course	B	Science in Practice General
B	Human Biology ATAR	Achieve above 55% in corresponding Year 11 ATAR course	B	Psychology General
B	Physics ATAR	Achieve above 55% in corresponding Year 11 ATAR course		

TECHNOLOGIES

A	Children Family and Community General
B	Computer Science General
B	Engineering Studies General
B	Food Science Technology General
B	Materials Design and Technology (Textiles) General
B	Materials Design and Technology (Wood) General

Murdoch FlexiTrack High*

A Grade in Year 11 General English or
a C Grade in Year 11 ATAR English

VET at Lumen

Certificate III in Music Industry*	Need to be able to play an instrument	Certificate II in Applied Digital Technologies
Certificate III in Business	Certificate II in Workplace Skills	Certificate II in Workplace Skills
Certificate II in Engineering Pathways*	Complete Year 11 Cert II in Engineering	
Certificate III In Engineering - Technical*		
Certificate III in Dance*		
Certificate III in Visual Arts*		

UNACCEPTABLE COMBINATIONS (ATAR)

Any ATAR course and Corresponding General course

Mathematics Applications ATAR with Mathematics Specialist ATAR

VET at Lumen

* This Certificate is a two-year course to be studied in Year 11 and Year 12.

All VET Certificate courses attract additional Auspicing fee of approximately \$380.00. For further information please contact the College Finance Department.

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