

2025

Year 11 Course Information Handbook

RESPECT ASPIRE RESILIENCE

INDEPENDENT PUBLIC SCHOOL | STEM INNOVATION SCHOOL

Approved Specialist Program STEM

CHAMPION BAY
SENIOR HIGH SCHOOL



ENLIGHTEN

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Important key terms used in the Year 11 Course Information Handbook are:

ATAR	Australian Tertiary Admission Rank
SCSA	School Curriculum and Standards Authority
VET	Vocational and Education Training
WACE	Western Australian Certificate of Education

Some courses may not operate if they are chosen by a very small number of students.

Courses charges in Year 11 and Year 12 are compulsory. There is no established maximum as charges depend on the courses selected by the students.

Finalised course charges will be published in Term 4, 2024.

Introduction

It is with great pleasure that I present this handbook to our current Year 10 students. Please use this information to plan your study pathways to successfully complete Year 12 gaining a Western Australian Certificate of Education (WACE). Consider your strengths and interests, your future aspirations beyond school which may involve university, further education and training or direct entry into employment.

Whatever your aspirations, I encourage you to aim high and pursue your dreams.

Students entering Year 11 in 2025 have different options to achieve the WACE through their course combinations in Year 11 and Year 12. As you read through the handbook, you will see how these options work.

At Champion Bay Senior High School, we want all students to enrol in challenging senior secondary programs and successfully complete these. This involves a commitment to attend school every day, participate fully in your lessons and complete and submit assessments to the best of your ability. There is also a study commitment required out-of-school time. For students undertaking ATAR courses, this requires a minimum of three hours per course per week out of school study. Students undertaking General, Foundation or VET Certificates, this requires a minimum of 1.5 hours per course per week, or 20 minutes a day.

We also want all students to remain at school for Year 11 and Year 12 and successfully complete Year 12 as this opens a wider range of opportunities for students post-school. Achieving your WACE shows you have the literacy and numeracy skills and breadth of knowledge that typically enables success in the workforce.

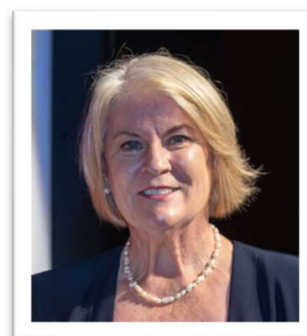
To be awarded a WACE, you must meet a number of requirements. The first of these is a set of general requirements about course completion. Other requirements include demonstrating the literacy and numeracy standard, the breadth and depth requirement and the achievement standard requirement. All requirements must be met to be awarded a WACE.

If you take a Foundation course in Year 12, you will need to complete a VET Certificate II or higher to achieve your WACE. We also strongly recommend all students (including ATAR) complete a VET Certificate II or higher qualification. This is to make sure you are well prepared for entering the workforce or further training.

As you begin the process of selecting your courses for Years 11 and 12, and the course counselling process, you should talk with your parents and teachers about the pathway that will work best for you so that your options during and after school meet your needs, interests and aspirations.

Please contact the school if you have questions about any of the information in this handbook.

Julie Campbell
Principal



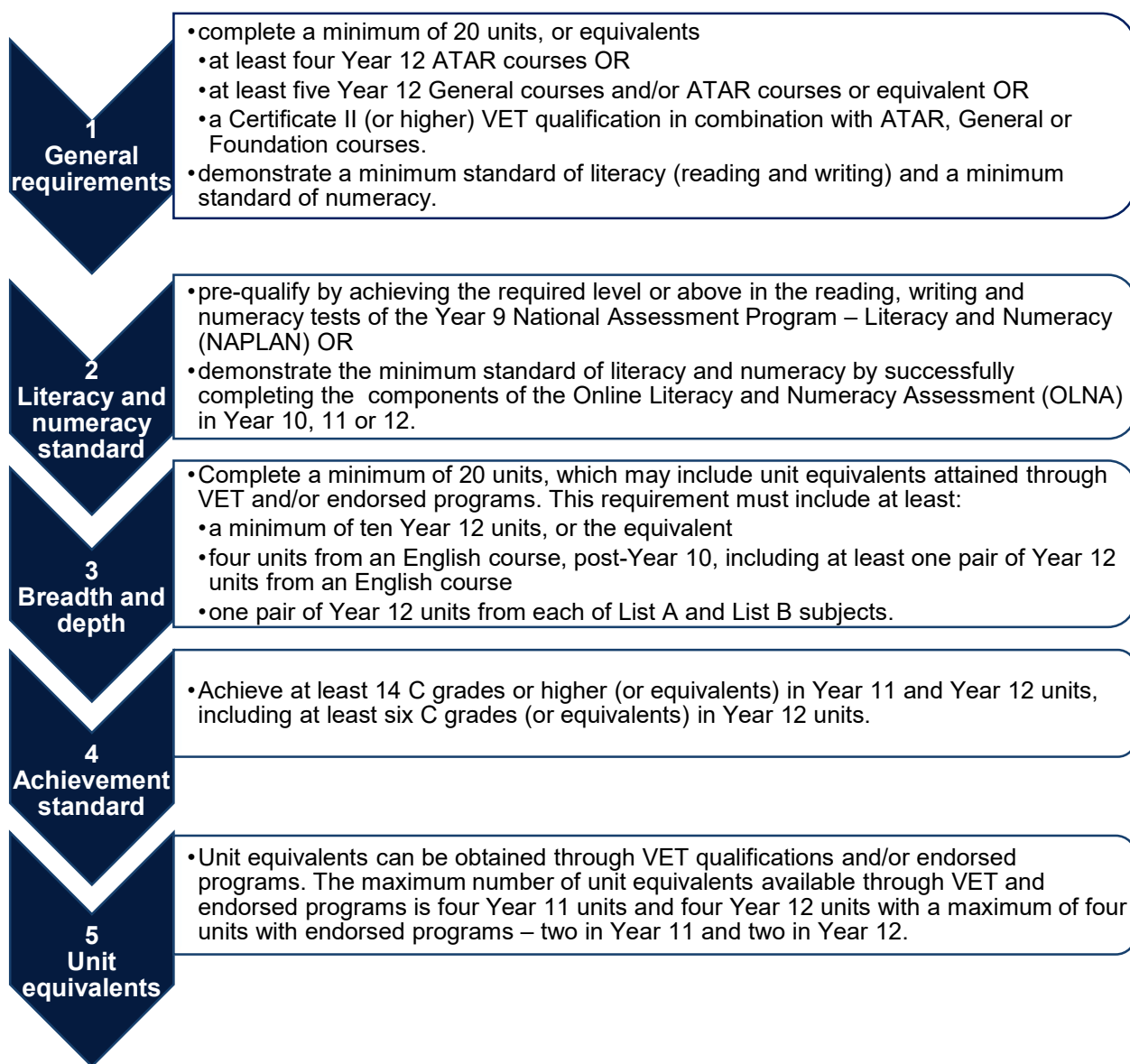
General Information

In 2025, as you commence Year 11, you will undertake senior secondary studies at Champion Bay Senior High School for **two years**, selecting six courses (or equivalent) and **continue this pathway** into Year 12.

At the completion of Year 12, you will receive the Western Australian Statement of Student Achievement (WASSA). This is an important formal record which lists all courses and programs that a student has completed, and the grades and marks achieved. It records achievement of the WACE requirements, literacy and numeracy standard, exhibitions and awards, school grades and marks in courses, completed VET qualifications and VET units of competency, endorsed programs and community service hours.

The WACE is awarded by the School Curriculum and Standards Authority (SCSA) when students successfully meet the WACE requirements to complete senior secondary schooling.

WACE achievement requirements are:



1

General requirements explained

- **Year 12 ATAR course completion** means a student must sit the ATAR course examination (both the written and practical examination where there is a practical component) or have an approved sickness/misadventure application for not sitting the examination in that course. Students who do not sit the ATAR course examination will not have a course mark or grade recorded on their WASSA, nor will they receive an ATAR course report. The pair of units will not contribute to any WACE requirements.
- **Year 12 General courses** means Foundation courses do not contribute to meeting the WACE achievement requirement with this option. Students taking Foundation courses must complete a Certificate II or higher.
- **Certificate II or higher VET qualification** means in the context of VET in the WACE, the term 'complete' requires that a student has been deemed competent in all units of competency that make up a full Certificate II qualification. The partial completion of a Certificate III or higher VET qualification may meet this requirement according to predetermined criteria.

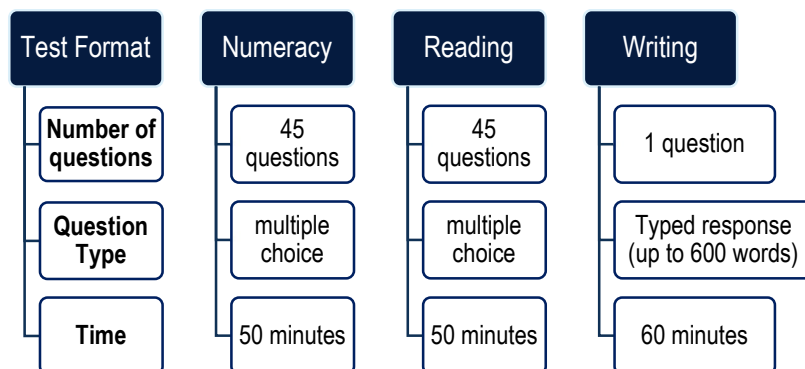
2

Literacy and numeracy standard requirements explained

- You must demonstrate the **minimum literacy and numeracy standard** based on skills regarded as essential for individuals to meet the demands of everyday life and work. This standard is equivalent to Level 3 of the Australian Core Skills Framework (<https://www.education.gov.au/australian-core-skills-framework>).
- For the **WACE literacy standard**, you must either **prequalify** by achieving the pre-qualification score in the Year 9 NAPLAN reading and writing tests or **successfully complete** the literacy components of the OLN (reading and writing) in Year 10, Year 11 or Year 12.
- For the **WACE numeracy standard**, you must **prequalify** by achieving the pre-qualification score in the Year 9 NAPLAN numeracy test or **successfully complete** the numeracy component of the OLN in Year 10, Year 11 or Year 12.
- This means that, if you have achieved the minimum score (a score in the Strong level) in the reading, writing or numeracy component in the Year 9 NAPLAN you will be considered to have **prequalified** for that component and do not need to sit the OLN for that component.

Sitting the OLN

- If you **have not** pre-qualified in reading, writing or numeracy, you are required to sit the corresponding component/s of the OLN in Term 4 of Year 9. If you do not meet the standard, then you must sit the OLN in Year 10, and, if required, in Semester 1 of Year 11. You will have up to six opportunities (in March and September of each year) before completing Year 12 to demonstrate the WACE minimum standard of literacy and numeracy.
- The OLN test is done online at school.



- There are several test window dates for 2025 in Terms 1, 2 and 3.

- If you are absent for the testing round in one or more test components you will have to wait until the next round to sit the test component you did not sit.
- If you do not achieve a WACE while at school because you do not demonstrate the standard in one or more of the reading, writing or numeracy components, you can apply to re-sit the necessary test/s. If you subsequently demonstrate the literacy (reading and writing) and numeracy standard and meet all the WACE requirements current at the time, you will be issued with a WACE.

Adjustments

- If you have a condition/s that may significantly limit your capacity to participate in the OLNA, disability adjustment provisions for timed assessments are available. Further information is available at (<https://senior-secondary.scsa.wa.edu.au/assessment/olna/disability-adjustments>).
- If you are a student with a disability or have additional needs and choose not to sit the assessment or have not demonstrated the standard through your performance in Year 9 NAPLAN, you will not qualify for the WACE. It is important that you and your parents/guardians/carers discuss your options with appropriate staff members at your school.
- After discussions with parents/guardians/carers, and the school, you may choose not to sit the OLNA. However, this means that you will not achieve a WACE.



Breadth and depth requirements explained

- Complete a **minimum of 20 units**, which may include unit equivalents attained through VET and/or endorsed programs. This requirement must include at least:
 - a minimum of ten Year 12 units, or the equivalent
 - four units from an English course, post-Year 10, including at least one pair of Year 12 units from an English learning area course.
- One **pair of Year 12 units** (one year course) from each of **List A** (arts/languages/social sciences) and **List B** (mathematics/science/technology) subjects.

List A (arts/languages/social sciences)	List B (mathematics/science/technology)
CAE Career and Enterprise Careers and Employability	BLY Biology
ECO Economics	CHE Chemistry
ENG English	FST Food Science and Technology
IND Indonesian: Second Language	HBY Human Biology
HIM Modern History	MDT Materials Design and Technology
VAR Visual Arts	MAA Mathematics Applications
	MAE Mathematics Essential
	MAM Mathematics Methods
	MAS Mathematics Specialist
	MAT Mathematics
	PES Physical Education Studies
	HPO Health, Physical and Outdoor Education
	PHY Physics



Achievement standard requirements explained

- You must achieve **at least 14 C grades or higher** (or equivalents) in Year 11 and Year 12 units, including at **least six C grades** (or equivalents) in Year 12 units.

5

Unit equivalents explained

- Unit equivalents mean completing units within **VET qualifications** and/or **endorsed programs** of least **55 nominal hours**. They are known as unit equivalents because they are considered equivalent to one unit of a Year 11 or Year 12 course.
- The maximum number of unit equivalents available through VET and endorsed programs is four Year 11 units and four Year 12 units. You can obtain:
 - up to eight unit equivalents through completion of VET qualifications, or
 - up to four unit equivalents through completion of endorsed programs, or
 - up to eight unit equivalents through completion of a combination of VET qualifications and endorsed programs, but with endorsed programs contributing no more than four unit equivalents (two Year 11 units and two Year 12 units).

Standard	Breadth	Depth
•VET credit transfer reduces the number of course units in which a C grade is required.	•VET industry specific courses or VET credit transfer programs do not contribute to the breadth requirement.	•VET credit transfer contributes towards the depth requirement as unit equivalence.

VET Qualifications	WACE Unit Equivalence
Certificate I	two Year 11 units
Certificate II	two Year 11 units two Year 12 units
Certificate III or higher	two Year 11 units four Year 12 units
partially completed Certificate III or higher	two Year 11 and two Year 12 units (credit is allocated only if the criteria for partial completion are met)

Examinations and Externally Set Tasks

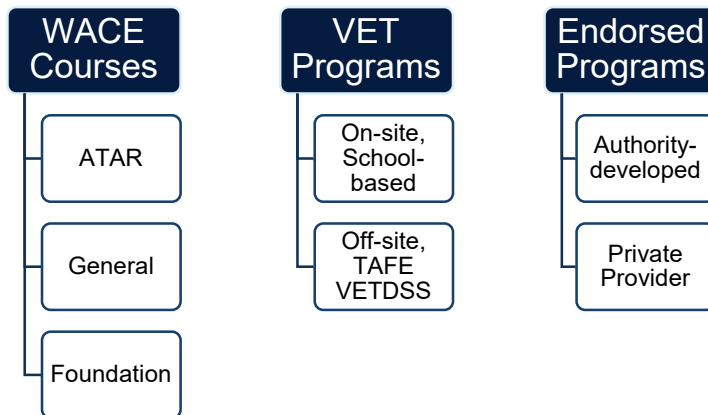
All Year 11 students doing an ATAR course will have a compulsory school-based examination in Year 11 and Year 12. These examinations occur twice a year. Provisional times for 2025 are Term 2, Week 6/7 and Term 4, Week 5.

Year 12 students will also sit the final ATAR written examination, set by SCSA, in November. The practical examinations are held during the Term 3 school holidays, including weekends and public holidays, and continue into the beginning of Term 4.

Students doing Year 12 Foundation and General courses sit the Externally Set Task in Term 2, usually in Weeks 3 to 5.

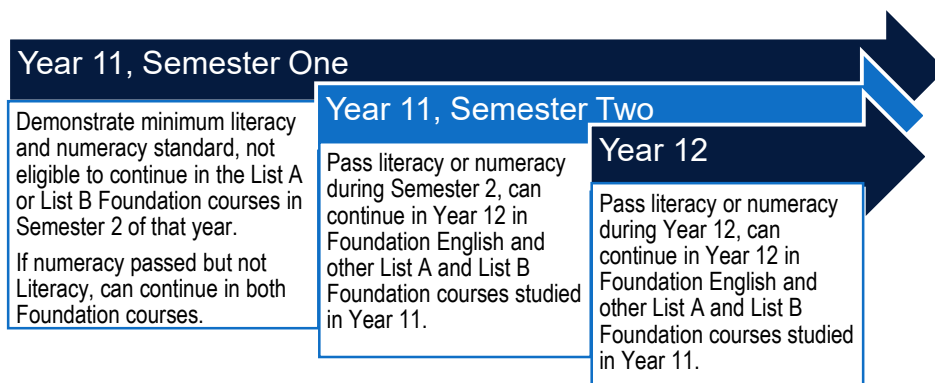
Study Pathways in Years 11 and 12

Year 11 gives you the opportunity to choose courses that reflect your strengths and interests and support your career aspirations. If you enjoy the courses you study, you are more likely to do well in them. You can select from three types of WACE courses, VET programs and endorsed programs.



WACE courses

- ATAR courses** are designed for students who are typically aiming to enrol in a **university** course **directly** from school, are examined by SCSA and contribute to the achievement of an ATAR, calculated by the Tertiary Institutions Service Centre (TISC). A student must sit the final examination to complete the course.
- General courses** are designed for students who are typically aiming to enter **vocational-based training** or the **workforce** directly from school. These courses have an externally set task (EST) in Year 12 which is set by SCSA.
- Foundation courses** are designed for students who have **not demonstrated** the minimum standard of literacy and/or numeracy before Year 11 and are unlikely to do so before the end of Year 12 without significant levels of support. They have an EST in Year 12 which is set by SCSA. They focus on functional literacy and numeracy skills, practical work-related experience and the opportunity to build personal skills that are important for life and work.
 - Only students who have **not demonstrated** the minimum standard of literacy and/or numeracy by the end of Year 10 can enrol in Foundation courses in Semester 1, Year 11.
 - Students who have **not demonstrated** the minimum literacy standard can enrol in both the List A and List B Foundation courses and, if the literacy standard is not achieved before the end of Semester 1 of Year 11, remain enrolled in Foundation courses until the end of Year 12.



A student enrolling in a Foundation course in Year 12 must complete a Certificate II (or higher) to achieve WACE. This is to make sure you are well prepared for the workforce or further training.

VET programs

VET qualifications are for students wishing to participate in nationally recognised training. All VET qualifications require registered training organisation (RTO) delivery, assessment and quality control under the relevant VET regulatory body. A Certificate II or higher is one option for meeting the requirements to achieve a WACE.

VET credit transfer can contribute up to eight of the 20 units you need to achieve your WACE. These qualifications contribute to the WACE as unit equivalents (see Page 7).

There are special circumstances in which a partly completed Certificate III or higher may meet the minimum requirement of a Certificate II.

For more information on how VET contributes towards your WACE visit SCSA's VET web page at <http://senior-secondary.scsa.wa.edu.au/vet/how-vet-contributes-towards-wace>.

VET qualifications do not contribute to the WACE breadth of study requirement because they are not identified as List A or List B subjects.

Endorsed programs

These programs provide access to areas of learning not covered by WACE courses or VET programs and contribute to the WACE as unit equivalents. They are for students wishing to participate in programs that are delivered in a variety of settings by schools, workplaces, universities and community organisations.

Endorsed programs may replace up to two Year 11 course units and two Year 12 course units needed to achieve your WACE. Endorsed programs can be delivered in a variety of settings by schools, community organisations, universities, training organisations and workplaces.

School Assessment

Grades (A, B, C D or E) and marks (0-100) are assigned for each unit pair in a WACE course in Years 11 and 12. These results are submitted to SCSA at the end of the school year.

VET Certificates receive a completed status instead of a grade if the Certificate requirements are completed.

Completed endorsed programs are allocated as one, two, three or four unit equivalents.

Grades assigned by teachers are based on SCSA's grade descriptors for each course. The grades you receive from school are provisional until confirmed by SCSA. You will be advised in writing if any changes are made to your provisional grades during the approval process. The Authority adjusts the grades assigned by a school only in exceptional circumstances.

Pathways Beyond Year 12

School Leavers (including those repeating Year 12) must meet the following requirements for direct entry to degree courses at Curtin University, Edith Cowan University, Murdoch University and The University of Western Australia. (This information is correct as of May 2024.)

1. **WACE** is a mandatory requirement for all universities.
2. **Competence in English** is usually achieved by a scaled score of at least 50 in English ATAR, English as an Additional Language Dialect (EALD) ATAR for eligible students, or Literature ATAR. Completion of General English courses will not satisfy standard university competence in English requirements.
3. A sufficiently high **ATAR/Selection Rank** for entry to a particular course is required. The ATAR is calculated by adding a student's best four scaled scores + 10% of the best LOTE scaled score + 10% of the scaled score/s in Mathematics Methods and Mathematics Specialist. Only ATAR courses contribute to the Tertiary Entrance Aggregate (TEA) calculation. No course can be counted more than once. Only two mathematics scaled scores can be used. Students can accumulate scaled scores from past courses from 2022 for the 'best four', subject to unacceptable combinations, and for the LOTE bonus. The TEA will be calculated by adding your best four scaled scores plus any applicable course-specific bonuses. The maximum TEA is 430. The ATAR is derived from the TEA.

Unacceptable course combinations are:

- English ATAR **with** English as an Additional Language/Dialect ATAR
 - Mathematics Applications ATAR **with** Mathematics Specialist ATAR
4. Satisfy any **prerequisites** or special requirements for entry to particular university courses. Generally, a scaled score of 50 or more in a specified ATAR course is required for prerequisite purposes.

Further information is available in the **2027 University Admission Requirements** (completing Year 12 in 2026) brochure on the TISC website at <https://tisc.edu.au/static-fixed/guide/slar-2027.pdf>. This gives specific information about the University admission requirements.

Some universities offer alternative entry pathways for selected courses through portfolio entry, another pathway scheme, or with AQF/TAFE/RTO Qualifications.

School leavers wanting to apply for a fulltime course at a WA TAFE college need to meet the minimum entrance requirements required for admission to a course. Competitive courses are of high demand and require applicants to meet selection criteria in addition to the entrance requirements. Some courses may also have specific entry requirements, such as higher levels of mathematics to those indicated in the *TAFE admissions guide*, or a folio, or may require students to commence at a level specified in the training package.

Further information is available in the *TAFE Admissions Full time Studies Guide* on the TAFE website at <https://www.fulltimecourses.tafe.wa.edu.au/>.

Information about other Post School options can be viewed on the Champion Bay Senior High School Careers website <https://www.championbayseniorhighschoolcareers.com/>.

What to Remember when Selecting Courses

1. Choose **six** courses (or equivalents). Each course is a unit pair (semester-long). You will continue with these courses in Year 12 so choose carefully.
2. All students must select an **English** course (two units). Students wanting to apply for direct University entrance must select English ATAR.
3. All students must select a **Mathematics** course.
4. Students wanting to apply for direct University entrance at the end of Year 12 must select a minimum of **five** ATAR courses at Champion Bay Senior High School. Speak to your course counsellor, if there are ATAR courses not listed in this booklet you would like to do.
5. Mathematics Specialist ATAR can only be taken with Mathematics Methods ATAR.
6. Students not undertaking **five** ATAR courses must also do a VET Certificate II or higher qualification. We recommend all students still select a school-based VET Certificate.
7. Students eligible for a Foundation course (Category 1 or 2 OLNA in literacy or numeracy at end of 2024) must also do a VET Certificate II qualification.
8. Students can only select a maximum of two VET Certificate II qualifications (school or VETDSS).
9. Select at least one course from the **List A** and the **List B** subjects. VET Certificate II qualifications do not count as List A or B subjects.
10. Select courses only where the **prerequisites** are met.
11. Select two **reserve** choices. Some courses may not run if there are insufficient numbers.
12. Vocational Education and Training Delivered to Secondary Students (VETDSS) qualifications through TAFE require an application process through the school which must be submitted to TAFE by a due date. Student's applying for TAFE VETDSS still select **six school-based courses** in case their application is unsuccessful.

What are the Prerequisites?

This is a guide to the course pathways that are recommended as appropriate. If a student has not met the **minimum grade prerequisite** for a course in Year 10, they will be unable to select the course in this pathway.

	ATAR	GENERAL	FOUNDATION	CERTIFICATE II or III School Delivery	CERTIFICATE II TAFE VETDSS
Year 10 Minimum Grade Prerequisite	A or B grade	A, B, C grade	D or E grade		C or better grade 80% attendance
Year 10 Teacher Recommendation	Yes	Yes	Yes	No	No
School-based or External Examination	Yes	No – EST	No – EST	No	No
OLNA standard achieved	Pre-qualified Yes	Yes	No	Certificate II = No Certificate III = Yes	Recommended: Category 2 or higher
Post-School Destination Pathway	University Vocational Training	Alternative Entrance University Pathway Further Vocational Training (TAFE, apprenticeship) Workforce	Further Vocational Training (TAFE, apprenticeship) Workforce	Further Vocational Training (TAFE, apprenticeship) Workforce	

Available Courses and Programs

ATAR Courses	English (AEENG)	List A	Page 13
	Mathematics Applications (AEMAA)	List B	Page 24
	Mathematics Methods (AEMAM)	List B	Page 25
	Mathematics Specialist (AEMAS)	List B	Page 26
	Biology (AEBLY)	List B	Page 29
	Chemistry (AECHE)	List B	Page 30
	Economics (AEECO)	List A	Page 18
	Human Biology (AEHBY)	List B	Page 31
	Indonesian: Second Language (AEIND)	List A	Page 23
	Modern History (AEHIM)	List A	Page 19
	Physics (AEPHY)	List B	Page 32
General Courses	English (GEENG)	List A	Page 14
	Mathematics Essentials (GEMAE)	List B	Page 27
	Careers and Employability (GECAE)	List A	Page 20
	Food Science and Technology (GEFST)	List B	Page 33
	Materials Design and Technology (GEMDTM)	List B	Page 34
	Materials Design and Technology Wood (GEMDTW)	List B	Page 35
	Modern History (GEHIM)	List A	Page 21
	Physical Education Studies (GEPES)	List B	Page 16
	Visual Arts (GEVAR)	List A	Page 36
Foundation Courses	English (FFENG)	List A	Page 15
	Mathematics (FEMAT)	List B	Page 28
	Career and Enterprise (FECAE)	List A	Page 22
	Health, Physical Education and Outdoor Education (FEHPO)	List B	Page 17
School-based Certificate	Certificate III in Business		Page 39
	Certificate III in Sport, Aquatics and Recreation		Page 38
	Certificate II in Sport and Recreation		
	Certificate II in Workplace Skills		Page 39
	Certificate II in Conservation and Ecosystem Management		Page 39
			Page 40\52
TAFE VETDSS			Page 40
Champions at Work Readiness Program			Page 52
Future Pathways Program			Page 53
Endorsed Programs			Page 44

Further information about Year 11 and 12 courses is available on the SCSA website <https://senior-secondary.scsa.wa.edu.au/>.

English



English (ATAR) (AEENG)

Estimated Course Cost: \$65

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

Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and to enjoy creating imaginative, interpretive, persuasive and analytical responses in a range of written, oral, multimodal and digital forms.

Unit 1 (A1ENG)

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

Unit 2 (A2ENG)

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

Prerequisites: OLN A Literacy Prequalified - Year 9 NAPLAN
B grade or above in Year 10 English
Year 10 Examination 70% or above

List: A

Examination: Year 11 and Year 12 Examinations
Compulsory external examination in Term 4 Year 12

Year 12 Pathway: English (Units 3 and 4) ATAR (ATENG)

GENERAL**English (General) (GEENG)****Estimated Course Cost: \$65**

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts.

The 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 literary skills. Students comprehend, analyse, interpret, evaluate and create analytical, imaginative, interpretive and persuasive texts in a range of written, oral, multimodal and digital forms.

Unit 1 – Comprehending and responding to the ideas and information presented in texts (G1ENG)

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

Unit 2 – Interpreting ideas and arguments in a range of texts and contexts (G2ENG)

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

Prerequisites: C grade or above in Year 10 English
Achieved Category 2 or 3 in the literacy OLNA

List: A

External Assessment: Externally Set Task (EST) in Year 12

Year 12 Pathway: English (Units 3 and 4) GENERAL (GTENG)



English (Foundation) (FEENG)

Estimated Course Cost: \$65

The English Foundation course aims to develop students' skills in reading, writing, viewing, speaking and listening in work, learning, community and everyday personal contexts. Such development involves an improvement in English literacy, where literacy is defined broadly to include reading ability, verbal or spoken literacy, the literacy involved in writing, and visual literacy.

Students undertaking this course will develop skills in the use of functional language conventions, including spelling, punctuation and grammar. Good literacy skills are required for comprehending and producing texts; for communicating effectively in a learning or working environment, or within a community; or for self-reflection; and for establishing one's sense of individual worth.

Unit 1 (F1ENG)

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

Unit 2 (F2ENG)

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

Prerequisites: Only available to students who have **not demonstrated** the literacy standard in the OLNA.

List: A

External Assessment: Externally Set Task (EST) in Year 12

Year 12 Pathway: English (Units 3 and 4) FOUNDATION (FEENG)

Health and Physical Education

GENERAL

Physical Education Studies (General) (GEPES)

Estimated Course Cost: \$65

Physical Education Studies contributes to the development of students' physical, social and emotional growth. The Physical Education Studies General course provides students with opportunities to understand and improve performance through the integration of theoretical concepts and practical activities.

The Physical Education Studies General course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance.

Through engagement as performers, leaders, coaches, analysts and planners of physical activity, students may develop skills that can be utilised in leisure, recreation, education, sport development, youth work, health and medical fields.

Unit 1 (G1PES)

- development of students' knowledge, understanding and application of anatomical, physiological and practical factors associated with performing in physical activities.

Unit 2 (G2PES)

- 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.

Prerequisites: C grade or above in Year 10 Physical Education

List: B

External Assessment: Externally Set Task (EST) in Year 12

Year 12 Pathway: Physical Education (Units 3 and 4) GENERAL (GTPES)




 Foundation

Health, Physical Education and Outdoor Education (Foundation) (FEHPO)

Estimated Course Cost: \$65

The Health, Physical Education and Outdoor Education Foundation course focuses on providing students with opportunities to develop skills and understandings related to a healthy lifestyle. Students will learn about the factors influencing health, wellbeing and physical activity participation, and develop strategies to support them to make health enhancing decisions and adopt active and healthy pursuits, now and across the lifespan.

The course supports the development of students' literacy and numeracy skills and provides them with opportunities to study in contexts such as health promotion, outdoor adventure activities and improving performance in individual and team games and sports.

Unit 1 (F1HPO)

- fitness for health.
- two to four modules chosen from aquatics, building resilience, coaching, first aid, individual games and sports, team games and sports, officiating, pre-driver and road safety education or recreation.

Unit 2 (F2HPO)

- consumer health.
- two to four elective modules chosen from aquatics, building resilience, coaching, first aid, individual games and sports, team games and sports, officiating, pre-driver and road safety education or recreation.

Prerequisites: Only available to students who have **not demonstrated** the numeracy standard in the OLNA.

List: B

External Assessment: Externally Set Task (EST) in Year 12

Year 12 Pathway: Physical Education (Units 3 and 4) FOUNDATION (FTHPO)

Humanities and Social Sciences



Economics (ATAR) (AEECO)

Estimated Course Cost: \$50

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 study of Economics provides a framework for examining society's issues and identifying possible solutions which assist decision making. The emphasis of the course is on the Australian economy.

Unit 1 – Microeconomics (A1ECO)

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

Unit 2 – Macroeconomics (A2ECO)

- introduction to macroeconomics by exploring the government's role in a modified market economy and Australia's recent (the last ten years) and contemporary (the last three years) macroeconomic performance. The cyclical fluctuations in the level of economic activity result in changes in the levels of output, income, spending and employment in the economy which, in turn, have implications for economic growth, inflation and unemployment.
- explore economic growth, inflation and unemployment with an emphasis on the Australian economy.
- learn the importance of measuring and monitoring changes in these macroeconomic indicators as changes in the level of economic activity affect the wellbeing of individuals and society.
- examine the role of government, through its spending and taxing powers, which can affect the allocation and price of resources, and the level of economic activity by targeting economic objectives.

Prerequisites: OLN A Literacy Prequalified - Year 9 NAPLAN
A or B grade in Year 10 Humanities and Social Sciences
Year 10 Examination 60% or above

List: A

Examination: Year 11 and Year 12 Examinations
Compulsory external examination in Term 4 Year 12

Year 12 Pathway: Economics (Units 3 and 4) ATAR (ATECO)



Modern History (ATAR) (AEHIM)

Estimated Course Cost: \$50

Studying the Modern History ATAR course enables students to become critical thinkers and inform their judgements and actions in a rapidly changing world. While the focus is on the 20th century, the course refers to formative changes from the late 18th century onwards, encouraging students to make connections with the changing world of the 21st century.

Students are exposed to a variety of historical sources, including government papers, extracts from newspapers, letters, diaries, photographs, cartoons, paintings, graphs and secondary sources, in order to determine the cause and effect, and the motives and forces influencing people and events. Through the process of historical inquiry, students are encouraged to question and evaluate historical sources; identify various representations and versions of history; use evidence to formulate and support their own interpretations; and communicate their findings in a variety of ways.

Unit 1 – Understanding the modern world (A1HIM)

- introduction to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them, such as liberty, equality and fraternity. Students explore crucial changes, for example, the application of reason to human affairs; the transformation of production, capitalism and consumption, transport and communications; the challenge to social hierarchy and hereditary privilege, and the assertion of inalienable rights; and the new principles of government by consent.
- explore the nature of the sources for the study of modern history and build their skills in historical method through inquiry.
- cover key conceptual understandings of what makes an historical development significant; the changing nature and usefulness of sources; the changing representations and interpretations of the past; and the historical legacy of these developments for the Western world and beyond.

Unit 2 – Movements for change in the 20th century (A2HIM)

- examine significant movements for change in the 20th century that led to change in society, including people's attitudes and circumstances. These movements draw on the major ideas described in Unit 1, have been connected with democratic political systems, and have been subject to political debate.
- examine in detail, **one** major 20th century movement. Students investigate the ways in which individuals, groups and institutions have challenged existing political structures, accepted social organisation, and prevailing economic models, to transform societies.
- cover key conceptual understandings of the factors leading to the development of movements; the methods adopted to achieve effective change; the changing nature of these movements; and changing perspectives of the value of these movements and how their significance is interpreted.

Prerequisites: OLNA Literacy Prequalified - Year 9 NAPLAN
A or B grade in Year 10 Humanities and Social Sciences
Year 10 Examination 60% or above

List: A

Examination: Year 11 and Year 12 Examinations
Compulsory external examination in Term 4 Year 12

Year 12 Pathway: Modern History (Units 3 and 4) ATAR (ATHIM)

GENERAL

Careers and Employability (General) (GEC AE)

Estimated Course Cost: \$35

Careers and Employability engages students in learning about developing their career in a constantly changing digital and globalised world. Careers are considered to be about work, learning and life. Individuals need to be proactive, enterprising career managers who engage in lifelong learning.

This course provides students with the knowledge, skills and understanding to navigate their careers successfully. Through engaging in self-reflection, students gain invaluable insights into their strengths, values and aspirations. Students explore labour market information to help them identify in-demand skills, emerging job roles and industry sectors experiencing growth. The course supports the development of a range of employability skills including communication, digital literacy, teamwork and problem-solving. By promoting a mindset of lifelong learning, students are better prepared to adapt effectively to emerging trends and challenges, helping them to achieve their long-term career goals.

Unit 1 – Exploring work and career options (G1CAE)

- how to locate and use reliable sources of career information for effective pathway planning.
- focus on employability skills related to communication, digital literacy, teamwork, time management, critical thinking and problem-solving.
- examine their own personal skills, attributes, values and interests to understand the interrelationship between life and work roles.
- understand the diverse and changing nature of work and develop an awareness that employment is connected with responsibility for themselves and others.
- learn about the core competencies, which are key for success in a work environment.

Unit 2 – Entry-level work readiness (G2CAE)

- use self-management strategies to set meaningful, achievable goals to enhance personal growth.
- identify opportunities for change and improvement through reflecting on strengths, weaknesses and passions.
- audit career competencies, knowledge, behaviours, values and attitudes.
- compile a career portfolio which contains an autobiographical profile and documents their work, training and/or learning experiences.
- learn about the rights and responsibilities of employees and employers in entry-level jobs and develop an understanding of work health and safety legislation, and government policies and procedures that impact upon the workplace.

Prerequisites: C grade or above in Year 10 Humanities and Social Sciences

List: A

External Assessment: Externally Set Task (EST) in Year 12

Year 12 Pathway: Careers and Employability (Units 3 and 4) GENERAL (GTCEM)

GENERAL**Modern History (General) (GEHIM)****Estimated Course Cost: \$50**

The Modern History General course provides students with an understanding of the driving forces behind present local and global issues. Investigating the past helps students to understand why and how groups and/or societies changed or resisted change.

Studying the Modern History General course exposes students to a variety of historical sources, including government papers, extracts from newspapers, letters, diaries, photographs, cartoons, paintings, graphs and secondary sources, in order to understand the historical narrative including cause and effect, and the forces influencing people and events. Through the process of historical inquiry, students are encouraged to question historical sources; identify various representations and versions of history; use evidence to formulate and support their own interpretations; and communicate their findings in a variety of ways.

Unit 1 – People, place and time (G1HIM)

- develop awareness of the broad sweep of history and our place within the historical narrative.
- develop awareness of the values, beliefs and traditions within a society, the continuity between different societies and different time periods, and the importance of individuals within a time period.

Unit 2 – Power and authority (G2HIM)

- learn that societies consist of individuals and institutions that have various types of power and authority and that these interact with each other.
learn how power and authority is distributed throughout a group or society, that individuals and groups seek to influence the structures of power and authority and the difficulties of using these structures in a just or equitable manner. In learning about the structures and institutions of societies, students make comparisons and judgements about other societies and their own society.

Prerequisites: C grade or above in Year 10 Humanities and Social Sciences

List: A

External Assessment: Externally Set Task (EST) in Year 12

Year 12 Pathway: Modern History (Units 3 and 4) GENERAL (GTHIM)



Career and Enterprise (Foundation) (FECAE)

Estimated Course Cost: \$35

Career education involves learning to manage and take responsibility for personal career development. The Career and Enterprise Foundation course involves recognising one's individual skills and talents and using this understanding to assist in gaining and keeping work. The development of a range of work skills and an understanding of the nature of work are significant aspects of this course. Regular workplace learning may be a component of this course.

This course is for students who have **not demonstrated the literacy standard** in the OLNA. Literacy and numeracy enriching strategies are heavily embedded in the Career and Enterprise Foundation course.

Unit 1 (F1CAE)

- exploring work.
- work health and safety.
- three elective modules chosen from: workplace communication; personal organisation; rights and responsibilities; teamwork; workplace numeracy; technological literacy; personal presentation for the workplace; and volunteering/experiencing work.

Unit 2 (F2CAE)

- work behaviours.
- designing your future.
- three elective modules chosen from: workplace communication; personal organisation; rights and responsibilities; teamwork; workplace numeracy; technological literacy; personal presentation for the workplace; and volunteering/experiencing work.

Prerequisites: Only available to students who have **not demonstrated** the literacy standard in the OLNA.

List: A

External Assessment: Externally Set Task (EST) in Year 12

Year 12 Pathway: Career and Enterprise (Units 3 and 4) FOUNDATION (FTCAE)

Languages Other Than English



Indonesian: Second Language (ATAR) AEIND

Estimated Course Cost: \$5

The Indonesian: Second Language ATAR course is for second language learners and is not aimed at background speakers.

The Indonesian: Second Language ATAR course will further develop students' knowledge and understanding of the culture and the language of Indonesian-speaking communities, providing them with opportunities to gain a broader and deeper understanding of Indonesian and extend and refine their communication skills. Relevant and engaging tasks, delivered through a range of appropriate contexts and topics, develop literacy in the Indonesian language as well as extend literacy development in English.

This course is delivered through the School of Isolated Distance Education (SIDE).

Unit 1 – *Saat ini aku disini* (Here and now) (A1IND)

- reflect on their daily life as teenagers.
- explore the influence of culture on lifestyle in Indonesian through a study of music, film and national and religious celebrations.
- consider communication in a changing world and its influence on culture and language.

Unit 2 – *Bisa saya bantu?* (Can I help you?) (A2IND)

- reflect on the appeal of Australia to Indonesian travellers and discuss the importance of cross-cultural engagement with Indonesian visitors.
- explore preparations for student exchange to Indonesian.
- consider future education and employment opportunities as well as travel and community service pathways in a fast-developing world.

This course will be delivered by the School of Isolated and Distance Education.

Prerequisites:

OLNA Prequalified Literacy - Year 9 NAPLAN
A grade or above in Year 10 Indonesian

Additional Entry Requirements:

All students wishing to study a WACE language course are required to obtain permission to enrol in that course in the year prior to first enrolment by completing the online '*Application for permission to enrol in a WACE Language course*'. Online applications for permission to enrol in 2025 are due to SCSA by Friday, 23 August 2024.

List:

A

Examination:

Year 11 and Year 12 Examinations
Compulsory external examination (written and practical) in Term 4 Year 12

Year 12 Pathway:

Indonesian: Second Language (Units 3 and 4) ATAR (ATIND)

Mathematics

1. Mathematics Specialist ATAR can only be taken with Mathematics Methods ATAR.
2. TISC rules for school leavers (for 2027 university entrance) and beyond, **unacceptable combinations** are:
 - Mathematics Applications (ATAR) and Mathematics Specialist (ATAR)



Mathematics Applications (ATAR) (AEMAA)

Estimated Course Cost: \$35

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

This course is designed for students who want to extend their mathematical skills beyond Year 10 level, but whose future studies or employment pathways do not require knowledge of calculus. The course is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

Unit 1 – Consumer arithmetic, algebra and matrices, shape and measurement (A1MAA)

- review concepts in consumer arithmetic for earning and managing money including rate and percentage change and the use of spreadsheets.
- study of algebra and introduction to matrices for use in solving real-life problems.
- study similarity and apply this to the solution of simple and compound geometric shapes, including three-dimensional shapes.

Unit 2 – Univariate data analysis and statistics, trigonometry, linear equations and graphs (A2MAA)

- apply statistical investigation to organise and summarize univariate data.
- extend trigonometry to solve practical problems with right and non-right triangles in two-dimensions and three-dimensions, including the use of bearings and angles of elevation and depression.
- use linear equations and linear graphs, including step and piecewise graphs, to model and analyse practical situations.

Prerequisites: OLN Prequalified Numeracy - Year 9 NAPLAN
10.1-10.2: C grade or above in Year 10 Mathematics and examination mark above 50%.
10.3-10.4: C grade or above in Year 10 Mathematics and examination mark above 70%.

List: B

Examination: Year 11 and Year 12 Examinations
Compulsory external examination in Term 4 Year 12

Year 12 Pathway: Mathematics Applications (Units 3 and 4) ATAR (ATMAA)



Mathematics Methods (ATAR) (AEMAM)

Estimated Course Cost: \$50

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

Mathematics Methods provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences.

This course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level (eg science courses).

Unit 1 – Functions and graphs, trigonometric functions, counting and probability (A1MAM)

- build on algebraic concepts of function and graphs.
- review fundamentals of probability and introduction to conditional probability and independence.
- study trigonometric functions of unit circle using degrees and the trigonometry of triangles and its application, radian measure, and the graphs of the trigonometric functions, exploring their applications in a wide range of settings.

Unit 2 – Exponential functions, arithmetic and geometric sequences and series, differential calculus (A2MAM)

- introduction to exponential functions, arithmetic and geometric sequences.
- study rates of change and the derivative and learn techniques of differentiation.
- apply differentiation to sketch curves, calculate slopes and tangents to curves, solve application and optimisation problems.

Prerequisites: Year 9 NAPLAN Numeracy (Exceeding Band)
Successful completion of 10A Mathematics content
10.1 and 10.2: B grade or above in Year 10 Mathematics and Examination mark above 70%.

List: B

Examination: Year 11 and Year 12 Examinations
Compulsory external examination in Term 4 Year 12

Year 12 Pathway: Mathematics Methods (Units 3 and 4) ATAR (ATMAM)



Mathematics Specialist (ATAR) (AEMAS)

Estimated Course Cost: \$50

This ATAR course provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively.

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.

Mathematics Specialist is the only ATAR mathematics course that should not be taken as a stand-alone course and should be studied in conjunction with the Mathematics Methods ATAR course as preparation for entry to specialised university courses such as engineering, physical sciences and mathematics.

Unit 1 – Combinatorics, vectors in the plane, geometry (A1MAS)

- understand the concepts and techniques in combinatorics, geometry and vectors.
- apply reasoning skills and solve problems in combinatorics, geometry and vectors.
- communicate their arguments and strategies when solving problems.
- construct proofs in a variety of contexts, including algebraic and geometric.
- interpret mathematical information and ascertain the reasonableness of their solutions to problems.

Unit 2 – Trigonometry, matrices, real and complex numbers (A2MAS)

- understand the concepts and techniques in trigonometry, real and complex numbers, and matrices.
- apply reasoning skills and solve problems in trigonometry, real and complex numbers, and matrices.
- communicate their arguments and strategies when solving problems.
- construct proofs of results.
- interpret mathematical information and ascertain the reasonableness of their solutions to problems.

This course is delivered through the School of Isolated Distance Education (SIDE).

<i>Prerequisites:</i>	Year 9 NAPLAN Numeracy (Exceeding Band) Successful completion of 10A Mathematics content 10.1 and 10.2: A grade in Year 10 Mathematics and Examination mark above 85%
<i>Additional entry requirement:</i>	Must be taken in conjunction with Mathematics Methods (ATAR)
<i>List:</i>	B
<i>Examination:</i>	Year 11 and Year 12 Examinations Compulsory external examination in Term 4 Year 12
<i>Year 12 Pathway:</i>	Mathematics Specialist (Units 3 and 4) ATAR (ATMAS)

GENERAL**Mathematics Essential (General) (GEMAE)****Estimated Course Cost: \$35**

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

Unit 1 – Basic calculations, percentages and rates, using formulas, measurement, graphs (G1MAE)

- apply mathematical skills and understanding to solve problems relating to calculations, applications of measurement, the use of formulas to find an unknown quantity and the interpretation of graphs.
- use the mathematical thinking process by applying content from basic calculations, percentages and rates, algebra, measurement and graphs in the contexts of earning and managing money, and nutrition and health.
- use technological applications and techniques.
- use number formats of whole numbers, decimals, common fractions, common percentages, square and cubic numbers written with powers.

Unit 2 – Representing and comparing data, percentages, rates and ratios, time and motion (G2MAE)

- use mathematical skills and understanding to solve problems related to representing and comparing data, percentages, rates and ratios and time and motion.
- further develop the use of the mathematical thinking process and apply the statistical investigation process to statistical content in the contexts of transport and independent living.
- use a range of technological applications and techniques.
- use number formats of whole numbers, decimals, fractions and percentages, rates and ratios.

Prerequisites: C grade or above in Year 10 Mathematics
Achieved Category 2 or 3 in the numeracy OLNA

List: B

External Assessment: Externally Set Task (EST) in Year 12

Year 12 Pathway: Mathematics Essential (Units 3 and 4) GENERAL (GTMAE)



Mathematics (Foundation) (FEMAT)

Estimated Course Cost: \$35

The Mathematics Foundation course focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the WACE.

It provides students with the knowledge, skills and understanding to solve problems across a range of contexts including personal, community and workplace or employment. This course provides the opportunity for students to prepare for post-school options of employment and further training.

Unit 1 (F1MAT)

- solve problems related to addition and subtraction, length, mass, capacity and time.
- extract information from and interpret various simple forms of data representation used in everyday contexts.
- use number formats of whole numbers and money.

Unit 2 (F2MAT)

- use fractions and decimals to solve problems related to multiplication and division, perimeter, area and volume and qualitative probability from everyday contexts.
- use number formats of whole numbers, money, fractions and decimals.

Prerequisites: Only available to students who have **not demonstrated** the numeracy standard in the OLNA.

List: B

External Assessment: Externally Set Task (EST) in Year 12

Year 12 Pathway: Mathematics Foundation (Units 3 and 4) FOUNDATION (FTMAT)

Science



Biology (ATAR) (AEBLY)

Estimated Course Cost: \$65

A unique appreciation of life and a better understanding of the living world are gained through studying the Biology ATAR course. This course encourages students to be analytical, to participate in problem-solving and to systematically explore fascinating and intriguing aspects of living systems, from the microscopic level through to ecosystems.

Students develop a range of practical skills and techniques through investigations and fieldwork in authentic contexts. Scientific evidence is used to make informed decisions about controversial issues.

This course will likely be delivered through the School of Isolated Distance Education (SIDE).

Unit 1 – Ecosystems and biodiversity (A1BLY)

- analyse abiotic and biotic ecosystem components and their interactions, using classification systems for data collection, comparison and evaluation.
- use classification keys to identify organisms, describe the biodiversity in ecosystems, investigate patterns in relationships between organisms, and aid scientific communication.
- investigate how scientific knowledge is used to offer valid explanations and reliable predictions, and the ways in which scientific knowledge interacts with social, economic, cultural and ethical factors.
- undertake fieldwork, working with others to collect first-hand data and analyse and interpret data collected through investigation of a local environment to understand the interconnectedness of organisms, the physical environment and human activity.

Unit 2 – From single cells to multicellular organisms (A2BLY)

- investigate the interdependent components of the cell system and the multiple interacting systems in multicellular organisms.
- investigate the ways matter and energy is transformed and transferred in the processes of photosynthesis and respiration, and the role of enzymes in controlling biochemical systems.
- examine the structure and function of plant and animal systems to describe how they facilitate the provision or removal of materials to and from all cells of the organism.
- investigate how scientific knowledge is used to offer valid explanations and reliable predictions, and the interactions with economic and ethical factors.
- use science inquiry skills to explore the relationship between structure and function by conducting real or virtual dissections and microscopic examination of cells and tissues.
- consider the ethical considerations that apply to the use of living organisms in research. They develop skills in constructing and using models to describe and interpret data about the functions of cells and organisms.

Prerequisites: OLNAP Prequalified Year 9 NAPLAN
B grade or above Year 10 Science
Year 10 Examination mark (Semester 2) above 70%

List: B

Examination: Year 11 and Year 12 Examinations
Compulsory external examination in Term 4 Year 12

Year 12 Pathway: Biology (Units 3 and 4) ATAR (ATBLY)



Chemistry (ATAR) (AECHE)

Estimated Course Cost: \$70

The Chemistry ATAR course equips students with the knowledge, understanding and opportunity to investigate properties and reactions of materials. Theories and models are used to describe, explain and make predictions about chemical systems, structures and properties. Students recognise hazards, make informed, balanced decisions about chemical use and sustainable resource management. Investigations and laboratory activities develop an appreciation of the need for precision, critical analysis and informed decision making.

This course prepares students to be responsible and efficient users of specialised chemical products and processes at home or in the workplace. It also enables students to relate chemistry to other sciences, including biology, geology, medicine, molecular biology and agriculture, and prepares them for further study in science.

Unit 1 – Chemical fundamentals: structure, properties and reactions (A1CHE)

- use atomic structure/bonding models to explain macroscopic properties of materials.
- develop their understanding of the energy changes associated with chemical reactions and the use of chemical equations to calculate the masses of substances involved in chemical reactions.
- relate matter and energy in chemical reactions as they consider the breaking and reforming of bonds as new substances are produced.
- explore how evidence has contributed to understanding atomic structure and chemical bonding, how scientific knowledge is used and interacts with social, economic and ethical factors.
- use science inquiry skills to develop understanding of patterns in the properties and composition of materials. Students are introduced to the mole concept as a means of quantifying matter in chemical reactions.

Unit 2 – Molecular interactions and reactions (A2CHE)

- continue to develop their understanding of bonding models and the relationship between structure, properties and reactions, including consideration of the factors that affect the rate of chemical reactions.
- investigate the unique properties of water and the properties of acids and bases.
- use chemical equations to calculate the concentrations and volumes of solutions involved in chemical reactions.
- understand how to control the rates of chemical reactions, using a range of catalysts.
- explore how evidence has contributed to understanding intermolecular forces and chemical reactions and how scientific knowledge is used and interacts with social, economic and ethical factors.
- use inquiry skills to investigate chemical reactions. Students investigate the behaviour of gases and use the Kinetic Theory to predict the effects of changing temperature, volume and pressure in gaseous systems.

Prerequisites: Year 9 NAPLAN (High score in Strong Band)
A grade Year 10 Science
Year 10 Examination mark above 80%

List: B

Examination: Year 11 and Year 12 Examinations
Compulsory external examination in Term 4 Year 12

Year 12 Pathway: Chemistry (Units 3 and 4) ATAR (ATCHE)



Human Biology (ATAR) (AEHBY)

Estimated Course Cost: \$65

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.

Practical tasks are an integral part of this course and develop a range of laboratory skills; for example, biotechnology techniques. Students learn to evaluate risks and benefits to make informed decisions about lifestyle and health topics, such as diet, alternative medical treatments, use of chemical substances and the manipulation of fertility.

Unit 1 – The functioning human body (A1HBY)

- analyse how the structure and function of body systems (respiratory, circulatory, digestive, musculoskeletal, excretory), and the interrelationships between systems, support metabolism and body functioning.
- examine how human structure and function supports cellular metabolism and how lifestyle choices affect body functioning.
- investigate questions about problems associated with factors affecting metabolism.
- trial different methods of collecting data, use simple calculations to analyse data and become aware of the implications of bias and experimental error in the interpretation of results. Students use ICT to interpret and communicate their findings in a variety of ways.

Unit 2 – Reproduction and inheritance (A2HBY)

- explore the mechanisms of transmission of genetic materials to the next generation.
- study the reproductive systems of males and females.
- study the effect of the environment on gene expression and how interactions between genetics and the environment influence early development.
- investigate an aspect of a given problem and trial techniques to collect a variety of quantitative and qualitative data, applying simple mathematical manipulations to quantitative data, present it appropriately, and discuss sources and implications of experimental error.
- consider the limitations of their procedures and explore the ramifications of results that support or disprove their hypothesis. They use ICT to analyse and interpret their data and present findings.

Prerequisites: OLN A Prequalified - Year 9 NAPLAN
B grade or above Year 10 Science
Year 10 Examination (Semester 2) mark above 65%

List: B

Examination: Year 11 and Year 12 Examinations
Compulsory external examination in Term 4 Year 12

Year 12 Pathway: Human Biology (Units 3 and 4) ATAR (ATHBY)


 ATAR

Physics (ATAR) (AEPHY)

Estimated Course Cost: \$70

The Physics ATAR course uses qualitative and quantitative models and theories based on physical laws to visualise, explain and predict physical phenomena. Models, laws and theories are developed from, and their predictions are tested by, making observations and quantitative measurements. Students gather, analyse and interpret primary and secondary data to investigate a range of phenomena and technologies using some of the most important models, laws and theories of physics, including the kinetic particle model, the atomic model, electromagnetic theory and the laws of classical mechanics.

Students investigate how the unifying concept of energy explains diverse phenomena and provides a powerful tool for analysing how systems interact throughout the universe on multiple scales. They learn how more sophisticated theories, including quantum theory and the theory of relativity, are needed to explain more complex phenomena, and how new observations can lead to models and theories being refined and developed.

Studying physics will enable students to become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues. The Physics ATAR course will also provide a foundation in physics knowledge, understanding and skills for those students who wish to pursue tertiary study in science, engineering, medicine and technology.

Unit 1 – Motion, forces and energy (A1PHY)

- develop an understanding of motion, forces, and mechanical and thermal energy, which can be used to describe, explain and predict a wide range of phenomena.
- describe linear motion in terms of position and time data, and examine the relationships between force, momentum and energy for interactions in one dimension.
- develop skills in relating graphical representations of data to quantitative relationships between variables, and they continue to develop skills in planning, conducting, analysing and interpreting the results of primary and secondary investigations.

Unit 2 – Waves, nuclear and electrical physics (A2PHY)

- investigate application of wave models to sound phenomena, radioactivity and nuclear reactions, and investigate energy transfer and transformation in electrical circuits.
- explore ways physics is used to describe, explain and predict the energy transfers and transformations that are pivotal to modern industrial societies, and investigate common wave phenomena in various media.
- apply the nuclear model of the atom to investigate radioactivity and learn how nuclear reactions convert mass into energy; and examine the movement of electrical charge in circuits and use this to analyse, explain and predict electrical phenomena.
- continue to develop skills in planning, conducting and interpreting the results of primary and secondary investigations.

This course may be delivered through the School of Isolated Distance Education (SIDE).

Prerequisites: Year 9 NAPLAN (Numeracy and Reading Exceeding Band)
A grade Year 10 Science
Year 10 Examination (Semester 1) mark above 85%

List: B

Examination: Year 11 and Year 12 Examinations
Compulsory external examination in Term 4 Year 12

Year 12 Pathway: Physics (Units 3 and 4) ATAR (ATPHY)

Technologies

GENERAL

Food Science and Technology (General) (GEFST)

Estimated Course Cost: \$160

The Food Science and Technology General course provides opportunities for students to explore and develop food-related interests and skills. Food impacts on every aspect of daily life and is essential for maintaining overall health and wellbeing. Students organise, implement and manage production processes in a range of food environments and understand systems that regulate food availability, safety and quality. Knowledge of the sensory, physical, chemical and functional properties of food is applied in practical situations. Students investigate the food supply chain and value-adding techniques applied to food to meet consumer and producer requirements. Principles of dietary planning, adapting recipes, and processing techniques, are considered for specific nutritional needs of demographic groups. Occupational safety and health requirements, safe food handling practices, and processing techniques, are implemented to produce safe, quality products.

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

Unit 1 – Food choices and health (G1FST)

- focus on the sensory and physical properties of food that affect the consumption of raw and processed foods. Students investigate balanced diets, the function of nutrients in the body and apply nutrition concepts that promote healthy eating.
- study health and environmental issues that arise from lifestyle choices and investigate factors which influence the purchase of locally produced commodities.
- devise food products, interpret and adapt recipes to prepare healthy meals and snacks that meet individual needs. They demonstrate a variety of mise-en-place and precision cutting skills, and processing techniques.
- recognise the importance of using appropriate equipment, accurate measurement and work individually, and in teams, to generate food products and systems.

Unit 2 – Food for communities (G2FST)

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

Prerequisites: Year 10 Champion Café or Catering is desirable

List: B

External Assessment: Externally Set Task (EST) in Year 12

Year 12 Pathway: Food Science and Technology (Units 3 and 4) GENERAL (GTFST)

GENERAL

Materials Design and Technology – Metal (General) (GEMDTM)

Estimated Course Cost: \$200

The Materials Design and Technology - Metal General course is a practical course, working with metal, with the design and manufacture of products as the major focus. Students have the opportunity to develop and practise skills that contribute to creating a physical product, while acquiring an appreciation of the application of a design process, and an understanding of the need for materials sustainability. Students will learn and practise manufacturing processes and technologies, including principles of design, planning and management.

Unit 1 (G1MDTM)

- interact with a variety of items specifically designed to meet certain needs and introduced to the fundamentals of design.
- communicate various aspects of the technology process by constructing what they design.
- learn about the origins, classifications, properties and suitability for purpose of common ferrous, non-ferrous metals and metal sections they are using. Students are introduced to a range of production equipment and techniques.
- develop materials manipulation skills and production management strategies, and realise their design ideas through the production of their design project.
- examine the impacts of the disposal of finishes, lubricants and other waste products and environmental considerations.

Unit 2 (G2MDTM)

- interact with products designed for a specific market.
- use a range of techniques to gather information about existing products and apply the fundamentals of design. Students learn to conceptualise and communicate ideas and various aspects of the design process within the context of constructing what they design.
- learn about the origins, classifications, properties and suitability for end use of metal alloys and common metals they are working with.
- introduction to a range of technology skills and generate ideas and realise them through the production of their design projects. Students work within a defined environment and learn to use a variety of relevant technologies safely and effectively.
- select projects of interest and then design and make products suitable for a specific market.

Prerequisites: Year 10 Metals Technology 1 and/or 2 is desirable

List: B

External Assessment: Externally Set Task (EST) in Year 12

Year 12 Pathway: Materials Design and Technology - Metal (Units 3 and 4)
GENERAL (GTMDTM)

GENERAL

Materials Design and Technology – Wood (General) (GEMDTW)

Estimated Course Cost: \$200

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

Unit 1 (G1MDTW)

- interact with a variety of items specifically designed to meet certain needs and introduced to the fundamentals of design.
- communicate various aspects of the technology process by constructing what they design.
- learn about the origins, classifications, properties and suitability for purpose of common softwoods, hardwoods, and manufactured boards they are using. Students are introduced to a range of production equipment and techniques.
- develop materials manipulation skills and production management strategies, and realise their design ideas through the production of their design project.

Unit 2 (G2MDTW)

- interact with products designed for a specific market.
- use a range of techniques to gather information about existing products and apply the fundamentals of design. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing what they design.
- learn about the origins, classifications, properties and suitability for end use of manufactured boards, plywood and different fibreboards they are working with.
- introduction to a range of technology skills and are encouraged to generate ideas and realise them through the production of their design projects. They work within a defined environment and learn to use a variety of relevant technologies safely and effectively.
- select projects of interest and then design and make products suitable for a specific market.

Prerequisites: Year 10 Woodwork is desirable

List: B

External Assessment: Externally Set Task (EST) in Year 12

Year 12 Pathway: Materials Design and Technology - Wood (Units 3 and 4)
GENERAL (GTMDTW)

The Arts

GENERAL

Visual Arts (General) (GEVAR)

Estimated Course Cost: \$150

In the Visual Arts General course, students engage in traditional, modern and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. Students are encouraged to appreciate the work of other artists and engage in their own art practice.

Unit 1 – Experiences (G1VAR)

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

Unit 2 – Explorations (G2VAR)

- explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment in their art making and interpretation. They use a variety of inquiry approaches, techniques and processes when creating original artworks.
- investigate the work of other artists when exploring ideas and approaches to art making. Students learn to identify stylistic features of art forms from different times and places and explore ways to manipulate art elements and principles to generate, develop and produce their own artwork.
- explore ways to express personal beliefs, opinions and feelings. They manipulate a variety of media and materials in a range of art forms, recording and reflecting on their artistic achievements.

Prerequisites: C grade or above in Year 10 Visual Arts

List: A

External Assessment: Externally Set Task (EST) in Year 12

Year 12 Pathway: Visual Arts (Units 3 and 4) GENERAL (GTVAR)

VET Programs

VET programs at Champion Bay Senior High School incorporate Nationally Accredited Certificate qualifications that are offered to senior school students, both on-site and off-site, School-based Traineeships (SBTs), work experience, Workplace Learning (ADWPL) and other endorsed programs.

All of these programs provide viable pathway opportunities for those students seeking full time employment, apprenticeships, traineeships or further training at the completion of Year 12. Certificate qualifications enable students to acquire industry recognised skills through relevant on the job and off the job training.

A Certificate II qualification, or higher, is one of the options available to students to meet their WACE requirements. For those students taking a Foundation course, a Certificate II qualification is a requirement for WACE achievement. This level of qualification can provide students with the opportunity to seek higher training at a Certificate IV or Diploma level, which can lead to entry into University courses through the 'alternative entry' model.

Successful completion of Certificate qualifications can also provide students with merit points toward selection criteria to State Training Providers, such as, local TAFE's.

School-based Certificates

Certificates on offer at Champion Bay Senior High School are



These Certificate qualifications are delivered at school by fully qualified classroom teachers and are integrated into the students' regular timetable. This enables the student to choose one of the qualifications in their six choices for their relevant pathway (ATAR, General or Foundation).

Whilst the majority of learning takes place during the timetabled periods, there may be some interruptions to the regular timetable which will require the student to catch up on missed work from other courses.

All school-based Certificates will run over two years for approximately four hours per week, although there may be more hours required in students' own time, inclusive of homework and additional study.

School-based
Certificates**Certificate III in Sport, Aquatics and Recreation SIS30122**

This qualification is delivered over two years under the auspice of IVET RTO 40548.

Estimated Course Cost: \$200 (Plus Provide First Aid \$160)

The Certificate III in Sport, Aquatics and Recreation SIS30122 qualification develops the knowledge and skills to support operational and customer service delivery in sport or community recreation facilities. It equips individuals to work effectively in sport, recreation or aquatic environments.

This certificate is only available to Year 11 students.

Prerequisites: OLN A Prequalified or OLN A Cat 3 (reading and writing)
Current school attendance of at least 80%

Year 12 Pathway: Continue with Certificate III in Sport, Aquatics and Recreation SIS30122

School-based
Certificates**Certificate II in Sport and Recreation SIS20115**

This qualification is delivered over two years under the auspice of IVET RTO 40548.

Estimated Course Cost: \$200 (Plus Provide First Aid \$160)

The Certificate II in Sport & Recreation SIS20115 qualification allows individuals to develop basic functional knowledge and skills for work in customer contact positions in the sport or community recreation industry. These individuals are competent in a range of administrative activities and functions within a team and under supervision. They are involved in mainly routine and repetitive tasks using practical skills and basic sport and recreation industry knowledge. The skills gained allow individuals to work in locations such as sport and recreation facilities or centres, leisure and aquatic centres, and facility maintenance and operations.

Prerequisites: Nil

Year 12 Pathway: Continue with Certificate II in Sport & Recreation SIS20115

School-based
Certificates**Certificate III in Business BSB30120**

This qualification is delivered over two years under the auspice of IVET RTO 40548.

Estimated Course Cost: \$150

In the Certificate III in Business qualification, students develop the knowledge and skills to undertake a range of administrative positions across a variety of business contexts. Students will complete thirteen units over two years.

This certificate is only available to Year 11 students.

<i>Prerequisites:</i>	OLNA Prequalified Current school attendance of at least 80%
<i>Year 12 Pathway:</i>	Continue with Certificate III in Business BSB30120

School-based
Certificates**Certificate II in Workplace Skills BSB20120**

This qualification is delivered over two years under the auspice of IVET RTO 40548.

Estimated Course Cost: \$150

In the Certificate II in Workplace Skills qualification, students will develop a range of broad-based business skills that are applicable to almost all industries, including a range of some of the most common digital technologies and applications used across business today. Students will complete ten units over two years.

The Certificate II level program prepares students for entry-level positions across a diverse range of business service settings. It can also lead to further study in either technical or non-technical vocations and aims to develop the most common and transferable skills and required of almost any workplace.

<i>Prerequisites:</i>	Nil
<i>Year 12 Pathway:</i>	Continue with Certificate II in Workplace Skills BSB20120



Certificate II in Conservation and Ecosystem Management AHC21020

This qualification is delivered by the School of Isolated and Distance Education Registered Training Organisation (SIDE RTO) 52891.



Estimated Course Cost: \$200

This entry-level qualification provides an occupational outcome in conservation and land management. Work would be carried out under general guidance and supervision. The qualification enables individuals to select and Indigenous land management, conservation earthworks, lands, parks and wildlife or natural area management context as a job focus or a mix of these.

Prerequisites: Nil

Year 12 Pathway: Continue with Certificate II in Conservation and Ecosystem Management AHC21020

TAFE VETDSS Certificates



Vocational Education and Training Delivered to Secondary Students (VETDSS) by Central Regional TAFE Geraldton involve a regular day, or days, away from school.

Students enrolled in a TAFE VETDSS Certificate may have a flexible timetable to ensure they do not miss any of their coursework from their chosen school courses.

VETDSS one day course	At school, do five courses at school over four days (Monday, Tuesday, Wednesday and Friday) from selected gridlines. Attend TAFE on Thursdays.
VETDSS two day course	Attend school Monday to Wednesday. Do three compulsory general courses (English, Mathematics Essentials and Careers and Employability) . Select on additional course from selected gridline. Attend TAFE on Thursday and Friday.

All TAFE VETDSS Certificates have a TAFE application process that students must complete by the closing date. No applications are considered after this date. TAFE decide who is accepted into qualifications.

Prerequisites: C grades or higher in Year 10 courses
At least 80% attendance.

Desirable: Category 2 or 3 in OLNA reading, writing and numeracy

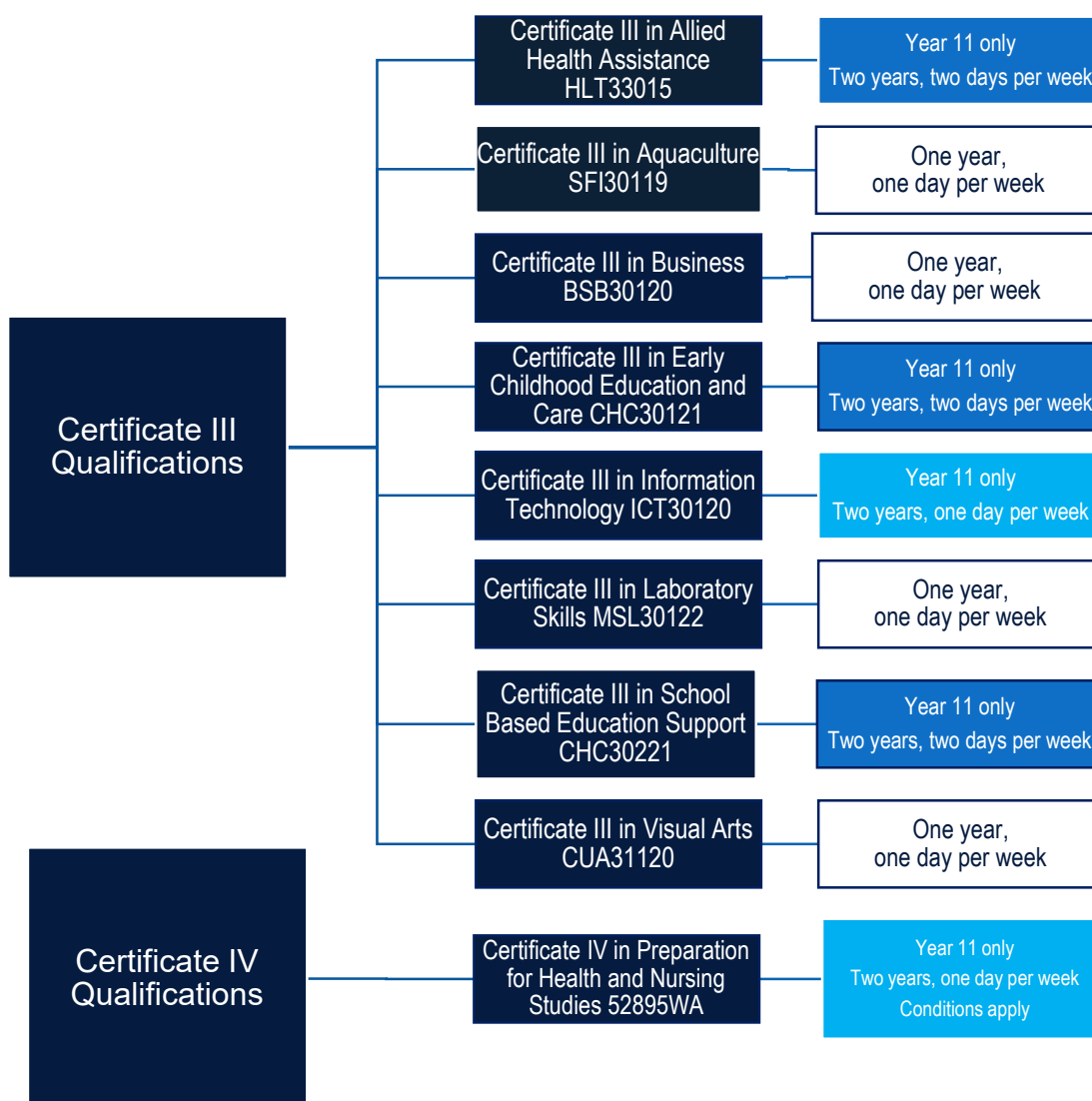
Year 12 Pathway:

For one year Certificates undertaken in Year 11, students will complete a school-based WACE course.

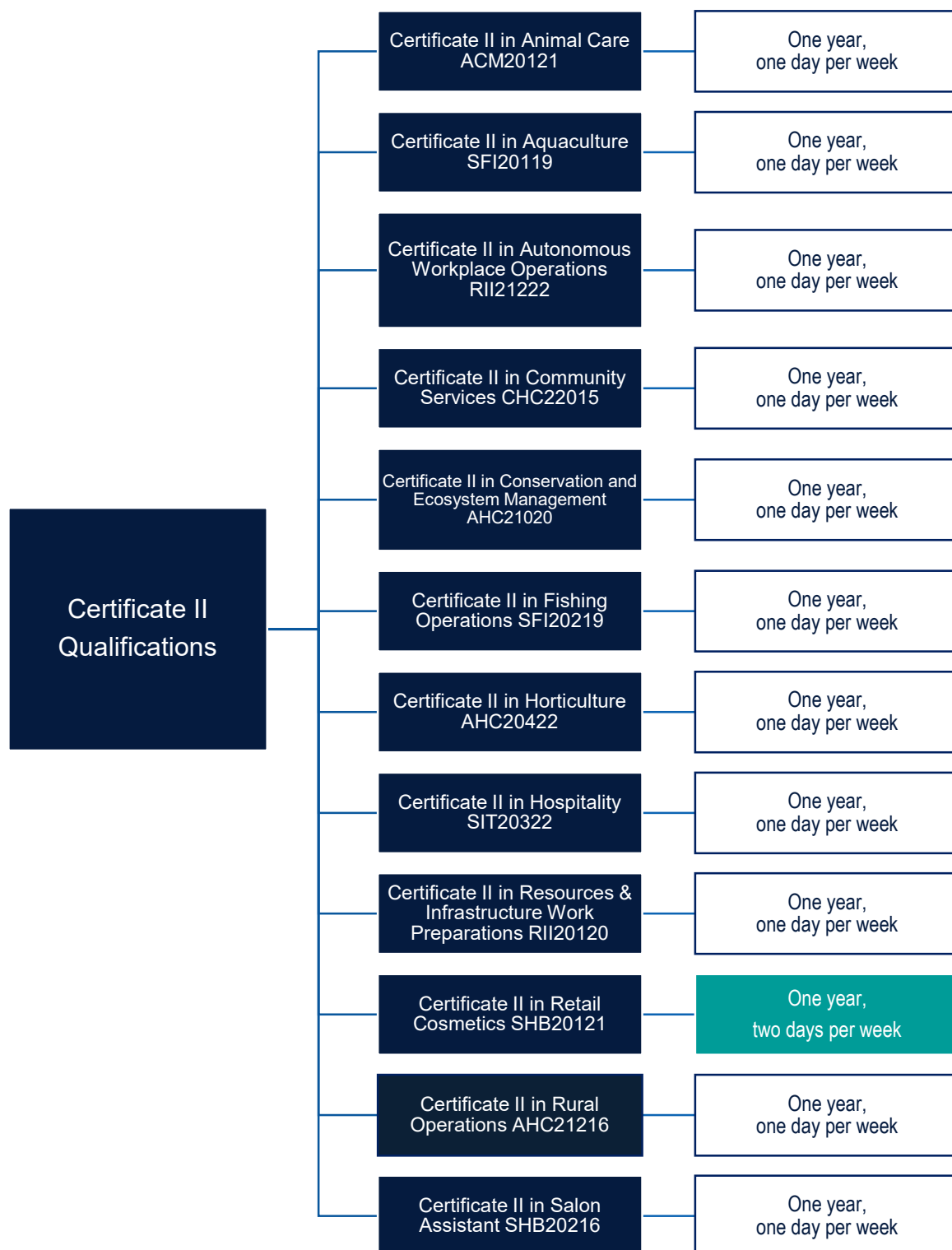
For one year certificates undertaken in Year 12, students will do one less school-based WACE course.

Year 11 students applying to do a second TAFE VETDSS certificate in Year 12 require regular attendance, must have successfully completed the first Certificate and able to complete the new Certificate in Year 12.

VETDSS Certificate III and IV Qualifications



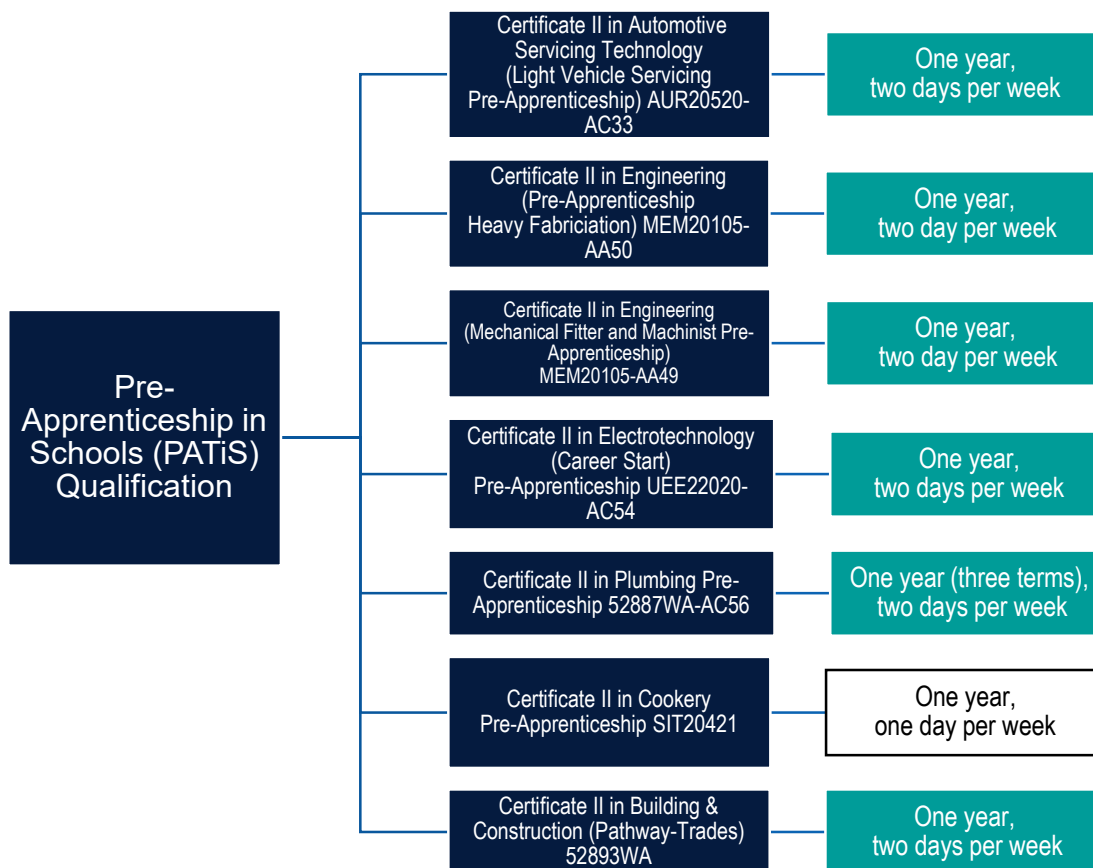
VETDSS Certificate II Qualifications



Availability of all Certificate qualifications, school-based and TAFE VETDSSs is subject to student numbers and choices made during course counselling sessions.

Pre-Apprenticeship and Traineeship in Schools (PATiS)

Pre-Apprenticeship and Traineeship in Schools (PATiS) are offered in Year 11 or 12. PATiS are for one year and involve two days per week in training and work placement (off-site). Applications are completed in Year 10 (to do in Year 11) or in Year 11 (to do in Year 12).



Students will also complete AWDPL Workplace Learning with the PAIS Certificate.

School-based Traineeship (SBT)

At Champion Bay Senior High School opportunities exist for interested students to enter into a school-based traineeship by combining paid work placement with a Certificate II or higher qualification as part of their senior school pathway. Generally, students attend work one day per week and undertake the formal qualification independently through on and off the job training.

School-based trainees gain valuable employability/enterprise skills that are transferrable across all jobs, Nationally Accredited qualifications and experience in a workplace that can lead to future employment.

Possible SBT areas include, but are not limited to:

- Automotive
- Building and Construction
- Business and Clerical
- Childcare
- Engineering
- Hospitality
- Information Technology
- Retail
- Sport and Recreation
- Veterinary Services

The traineeship is an **18 month** commitment across Year 11 and Year 12. There is an application process and access to this program depends on available vacancies and partnerships with SBT providers. The school will be working closely with Group Training Organisations to assist in securing reliable positions for suitable applicants.

Work Placement

A range of work placement programs are on offer to selected students in Years 11 and 12 who complete the application process and meet the set criteria around attendance, engagement and behaviour. Enrolment in the Workplace Learning (ADWPL) endorsed program is done in conjunction with work placement. These programs will be advertised when on offer and may form a compulsory component of the Year 11 or Year 12 Careers and Employability curriculum.

See the Transition and Pathways Coordinator in Careers Central for further information.

Endorsed Programs



Workplace Learning (ADWPL)

Estimated Course Cost: \$80

Workplace Learning is an Authority-developed endorsed program that is managed by individual schools and open to students in Years 10, 11 and 12. A student works in one or more real workplace/s to develop a set of transferable workplace skills. This work can be **voluntary or paid employment**. The student must record the number of hours completed and the tasks undertaken in the workplace. This is recorded in the Workplace Learning Logbook.

The student must also provide evidence of their knowledge and understanding of the workplace skills by completing the Workplace Learning Journal after each 55 hours completed in the workplace.

Unit equivalence is allocated on the basis of one unit equivalent for each 55 hours completed in the workplace, to a maximum of four units. The total number of hours completed in the workplace is reported on the student's WASSA at the end of Year 12.

A **part-time job** outside of school can be recorded as ADWPL with a completed logbook.

See the Transition and Pathways Coordinator in Careers Central for further information.

<i>Prerequisites:</i>	Nil
<i>Unit Equivalence:</i>	One unit equivalent for each 55 hours completed in the workplace to a maximum of four units.
<i>Year 12 Pathway:</i>	ADWPL (55 hours)

Champion Bay Senior High School provides opportunities for students to undertake additional endorsed programs as extra-curricular learning, in addition to workplace learning. They enable students to develop a range of skills, extend their networks and gain extra points towards WACE. Endorsed programs can also be done out-of-school with a community organisation or other private providers.

Some additional endorsed program examples are:

- Curtin UniReady
- Cadets WA (e.g. Air Force, Army, Navy)
- Youth Explore Voyage (provided by the Leeuwin Ocean Adventure Foundation)
- Surf Life Saving WA certificates and awards
- Music examinations (eg Australian Music Examinations Board)
- Off-campus enrichment programs (eg country week, international maths or science competitions, intercultural exchange programs, Premier's ANZAC tour).

The list of endorsed programs is available on the Authority website (<http://senior-secondary.scsa.wa.edu.au/vet/endorsed-programs>).

Endorsed
Programs

ASDAN

Estimated Course Cost: \$60

ASDAN courses are Provider-developed endorsed program which offer a flexible approach to learning and accrediting student achievement. The courses help a student develop knowledge and skills for learning, work and life by combining activity-based learning curriculum with a framework for the development, assessment and accreditation of key skills and other personal and social skills.

Student will have the opportunity to complete courses or programs from Short Courses, Workright, Vocational Tasters or programs selected based on student needs and abilities (including intellectual disability, learning difficulty, or those who are disengaged from schooling).

Successful completion of individual ASDAN courses requires at least 55 hours of participation and engagement in challenges, depending on the ASDAN course undertaken.

Prerequisites: Only available to students who have **not demonstrated** the literacy and numeracy standard in the OLNA as part of the Champions Work-Readiness Program

Evidence of Learning or Assessment: Depending on the course, usually by Portfolio

Unit Equivalence: One unit equivalent. Maximum of one program. Dependent on course or program undertaken.

Year 12 Pathway: ASDAN

Endorsed
Programs

Community Service (ADCS)

Estimated Course Cost: \$50

Community Service is an Authority-developed endorsed program that is managed by individual schools and involves activities undertaken for the benefit of individuals and/or community for no financial reward.

It gives opportunities to develop the values, skills and understandings needed to contribute to civic wellbeing. Becoming involved in community service connects students to their communities and develops an ethos of service. This program allows students to: put values into action; learn new skills and explore a range of career opportunities.

This is a 55-hour program in which a student must undertake at least 50 hours of community service and up to five hours of induction and reflection. A student can participate and engage in one or more community service activities to build on knowledge and understanding and develop abilities, skills and/or techniques.

Prerequisites: Only available to students who have **not demonstrated** the literacy and numeracy standard in the OLNA as part of the Champions Work-Readiness Program.

Evidence of Learning or Assessment: Portfolio

Unit Equivalence: One unit equivalent for each 55 completed to a maximum of four units.

Year 12 Pathway: Community Service (ADCS)

Endorsed programs available as extra-curriculum options (in addition to your six course choices) at Champion Bay Senior High School are listed in this section.

Endorsed
Programs

Administration and Management (ADAM)

Administration and Management is an Authority-developed endorsed program that enables a student to be recognised for the significant learning such as representation on youth advisory committees, events management (e.g. school ball) and the school council. Extra-curricular activities within the school and/or broader community provide students with opportunities to develop a range of administration and management skills such as book keeping, desktop publishing and public speaking. Students may learn to write funding applications, draw up fixtures and rosters, solicit support and sponsorship and raise money.

Involvement in school and/or community activities also allows students to demonstrate personal qualities such as responsibility, accountability and leadership. Students may be mentored or be required to mentor others, allocate resources, organise meetings, engage in planning activities and deliver presentations. Through undertaking a variety of activities and engaging with a diversity of people, students develop social networks and extend their interpersonal and communication skills.

Successful completion of this endorsed program requires at least 55 hours of participation and engagement in administration and management activities.

Prerequisites: Student Leaders in Years 10, 11 or 12

Evidence of Learning or Assessment: Portfolio

Unit Equivalence: One unit equivalent for each program successfully completed to a maximum of four units.

Year 12 Pathway: ADAM

Endorsed
Programs

Community Arts Performance (ADCAP)

Community Arts Performance is an Authority-developed endorsed program that enables a student engaged in community arts activities involving dance, drama, media, music and/or visual arts to be recognised for the significant learning encompassed within such activities.

This program requires that students are provided with opportunities to develop arts skills and techniques that culminate in a performance or production. Typically, a student would participate in some form of lessons, classes or activities, maintain a regular practice routine, develop a performance repertoire, attend rehearsals and perform for an audience/s. Examples include student involvement with dance school concerts, exhibitions or showcases.

Successful completion of this endorsed program requires at least 55 hours of participation and engagement in administration and management activities.

Prerequisites: Available to all students in Years 10, 11 and 12 participating in the Art or Dance Club.

Evidence of Learning or Assessment: Portfolio

Unit Equivalence: One unit equivalent for each program successfully completed to a maximum of four units.

Year 12 Pathway: ADCAP

Endorsed Programs

Music (PIMS)

The Instrumental and Ensemble Music Performance (PIMS) endorsed program, developed by Instrumental Music School Services (IMSS), is designed for students who wish to continue their participation in the music program through instrumental and ensemble participation and performance (such as concert band, guitar ensemble and rock band). Students must continue to attend all instrumental lessons and maintain their weekly music journal.

The program involves out-of-hours rehearsals, lessons and performances. Students will also be involved in the music camp.

Interested students should speak to their class music teacher.

Prerequisites: Only available to IMSS students who have completed Specialist, Instrumental and Ensemble Music studies to the end of Year 10. Students must be enrolled in at least one IMSS ensemble and participate in all performances related to their ensembles.

Evidence of Learning or Assessment: Music Journal
Ensemble and school report

Unit Equivalence: One unit equivalent

Year 12 Pathway: Music (PIMS)

Endorsed Programs

Off-campus Enrichment Program (ADOEP)

The Off-campus Enrichment Program is an Authority-developed endorsed program that is designed to recognise the significant learning demonstrated by a student who participates in an extended excursion or off-campus experience such as:

- a study tour to another country
- participating in Country Week
- STEM camp
- an interstate educational tour.

The off-campus component of the program must be of at least five days duration and the amount of time spent on pre- and post-trip activities must total at least 5 hours and include and involve preparation, participation and a report or summation of the learning at the conclusion.

ADOEP is equivalent to one unit. A maximum of four Off-campus Enrichment Programs can be completed over Years 10, 11 and 12.

Prerequisites: Nil

Evidence of Learning or Assessment: Portfolio

Unit Equivalence: One unit equivalent for each program successfully completed to a maximum of four units.

Year 12 Pathway: Off-campus Enrichment Program (ADOEP)


 Endorsed Programs

Curtin UniReady in Schools

Estimated Course Cost: \$200

This endorsed program is available to eligible students in Year 12.

The Geraldton Universities Centre (GUC), in partnership with Curtin University, will support eligible Champion Bay Senior High School and Geraldton Senior High School Year 12 students to complete the Curtin UniReady enabling course.

UniReady is an alternate entry pathway, run by Curtin University. Students complete four units and upon successful completion of the course, are awarded a notional ATAR of 70 and English competency. This provides entry into a number of university programs. As a WACE endorsed program, UniReady allows students who would not otherwise meet university minimum entry requirements to do so, whilst remaining in school and achieving a WACE.

Students attend the Geraldton Universities Centre one day a week in Year 12 and complete four units of study in

- Fundamentals in Academic Writing
- Foundations of Communication
- Introduction to Humanities
- Introduction to Health Sciences.

Students apply in Semester Two of Year 11 through the school for UniReady by completing the application form and personal statement.

Prerequisites:

- C grade or higher in 1 or more Year 11 ATAR Courses or a B grade or higher in Year 11 General English
- Achieved all 3 components of OLNA
- 90% Attendance, including authorised absences
- Must have Good Standing

Note: Students enrolled in 4 or more ATAR courses for Year 12 are ineligible to apply for UniReady

Unit Equivalence: One unit equivalent for each program successfully completed to a maximum of four units.

Year 12 Pathway: UniReady at Geraldton Universities Centre one day a week. Attends school on the other four days.

Champion Bay SHS Sample Pathway Options

Arts



Year 11

AEENG English
 AEMAA Mathematics Applications
 GEVAR Visual Arts
 AEHBY Human Biology
 One course of your choice
 Cert III Visual Arts (TAFE VETDSS)
 ADSP School Production
 PIMS Instrumental Ensemble Music Performance

Year 12

ATENG English
 ATMAA Mathematics Applications
 GTVAR Visual Arts
 ATHBY Human Biology
 One course of your choice
 ADCAP Community Arts Performance
 PIMS Instrumental Ensemble Music Performance

Business




Year 11

AEENG English
 AEMAA Mathematics Applications
 GECAE Career and Enterprise
 Two courses of your choice
 Cert III Business
 ADWPL Workplace Learning

Year 12

GTENG English
 ATMAA Mathematics Applications
 GTCAE Career and Enterprise
 Two courses of your choice
 Cert III Business

Childcare



Year 11

GEENG English
 GEMAE Mathematics Essentials
 GECAE Career and Enterprise
 One course of your choice
 Cert III Early Childhood Education Care (VETDSS)
 ADWPL Workplace Learning

Year 12

GTENG English
 GTMAE Mathematics Essentials
 GTCAE Career and Enterprise
 One course of your choice
 Cert III Early Childhood Education Care (VETDSS)
 ADWPL Workplace Learning

Construction



Year 11

GEENG English
 GEMAE Mathematics Essentials
 GEMTDW Materials Design and Technology Wood
 GEMTDM Materials Design and Technology Metal
 Two courses of your choice

Year 12

GTENG English
 GTMAE Mathematics Essentials
 GTCAE Career and Enterprise
 GTMTDW Materials Design and Technology Wood
 Cert II Building & Construction Pathway Trades (TAFE VETDSS)
 ADWPL Workplace Learning

Health



Year 11

- GEENG English
- AEMAA Mathematics Applications
- GECAE Career and Enterprise
- Two courses of your choice
- Cert IV Preparation for Health and Nursing Studies (TAFE VETDSS)

Year 12

- GTENG English
- ATMAA Mathematics Applications
- GTCAE Career and Enterprise
- Two courses of your choice
- Cert IV Preparation for Health and Nursing Studies (TAFE VETDSS)

Hospitality



Year 11

- GEENG English
- GEMAE Mathematics Essentials
- GECAE Career and Enterprise
- GEFST Food Science and Technology
- Two courses of your choice
- ADWPL Workplace Learning

Year 12

- GTENG English
- GTMAE Mathematics Essentials
- GTCAE Career and Enterprise
- GTFST Food Science and Technology
- Cert II Hospitality (TAFE VETDSS)
- One course of your choice
- ADWPL Workplace Learning

Humanities



Year 11

- AEENG English
- AEMAA Mathematics Applications
- AEECO Economics
- AEHIM Modern History
- AEHBY Human Biology
- GEVAR Visual Arts

Year 12

- ATENG English
- ATMAA Mathematics Applications
- ATECO Economics
- ATHIM Modern History
- ATHBY Human Biology
- GTVAR Visual Arts

Information Technology



Year 11

- GEENG English
- GEMAE Mathematics
- GECAE Career and Enterprise
- Two courses of your choice
- Cert III Information Technology (TAFE VETDSS)
- ADWPL Workplace Learning

Year 12

- GTENG English
- GTMAE Mathematics
- GTCAE Career and Enterprise
- Two courses of your choice
- Cert III Information Technology (TAFE VETDSS)
- ADWPL Workplace Learning

Mining



Year 11

- GEENG English
- GEMAE Mathematics Essentials
- GECAE Career and Enterprise
- Cert II Resources and Infrastructure Work Preparations (TAFE VETDSS)

Two courses of your choice

- ADWPL Workplace Learning

Year 12

- GTENG English
- GTMAE Mathematics Essentials
- GTCAE Career and Enterprise
- Cert II Autonomous Workplace Operations (TAFE VETDSS)

Two courses of your choice

- ADWPL Workplace Learning

Science



Year 11

- AEENG English
- AEMAM Mathematics Methods
- AECHE Chemistry
- AEHBY Human Biology
- AEPHY Physics

one General or Certificate course of your choice

Year 12

- ATENG English
- ATMAM Mathematics Methods
- ATCHE Chemistry
- ATHBY Human Biology
- ATPHY Physics

one General or Certificate course of your choice

Sports Science



Year 11

- AEENG English
- AEMAA Mathematics Applications
- AEECO Economics
- AEBLY Biology

One course of your choice

- Cert III Sport, Aquatics and Recreation

Year 12

- ATENG English
- ATMAA Mathematics Applications
- ATECO Economics
- ATBLY Biology

One course of your choice

- Cert III Sport, Aquatics and Recreation

Trades



Year 11

- GEENG English
- GEMAE Mathematics Essentials
- GEMDTM Materials Design and Technology Metals
- GECAE Career and Enterprise

Two courses of your choice

Year 12

- GTENG English
- GTMAE Mathematics Essentials
- GTCAE Career and Enterprise
- GTMDTM Materials Design and Technology Metals
- PAiS Cert qualification of your choice (TAFE VETDSS)
- ADWPL Workplace Learning

Year 11 Champions at Work Readiness Program

The **Champions Work-Readiness** program in Year 11 is for students who are needing support in literacy and numeracy and looking at employment or vocational training beyond school. This program will help students develop the essential skills for personal and social success, and success in the workplace.

Students do a mixture of WACE Foundation courses, endorsed programs and a Certificate II, all of which are focused on literacy, numeracy, activity-based learning and preparing for work:

- English (FEENG)
- Mathematics (FEMAT)
- Career and Enterprise (FECAE)
- Health, Physical Education and Outdoor Education (FEHPO)
- Certificate II Conservation and Ecosystem Management
- Endorsed Programs such as Community Service.

This program is recommended for students who have **not demonstrated** the literacy and numeracy standard in the OLNA (at Category 1) or have particular needs (such as learning difficulty) or have been successful in the Year 10 Champions at Work program.

Students must commit to maintaining regular attendance, working on their literacy and numeracy skills, and giving their best in all aspects of the program.

Students continue in the Champions at Work Readiness Program in Year 12.



Certificate II in Conservation and Ecosystem Management AHC21020

This qualification is delivered by the School of Isolated and Distance Education Registered Training Organisation (SIDE RTO) 52891.



Estimated Course Cost: \$100

This entry-level qualification provides an occupational outcome in conservation and land management. Work would be carried out under general guidance and supervision. The qualification enables individuals to select and Indigenous land management, conservation earthworks, lands, parks and wildlife or natural area management context as a job focus or a mix of these.

Prerequisites: Nil

Year 12 Pathway: Continue with Certificate II in Conservation and Ecosystem Management AHC21020

Future Pathways Program

Non-WACE Pathway

The **Future Pathways Program** is for Year 11 students who are seeking an alternative to the Western Australian Certificate of Education (WACE) and wanting to re-engage with school. This training and employment pathway may include School Based Traineeships (SBTs) and Certificate II qualifications.

At the completion of Year 12, students will receive a Western Australian Statement of Student Achievement (WASSA) and a Student Portfolio.

Students do a mixture of non-WACE courses, endorsed programs and Certificate qualifications, focused on literacy and numeracy and preparing for work onsite at Champion Bay Senior High School and offsite, completing activities or working with other service providers.

The **Future Pathways Program** includes:

- Literacy and numeracy subjects
- Workplace Learning and Community Service endorsed programs
- Recreational Pursuits endorsed program
- Community Arts Performance endorsed program – focused on visual arts
- Certificate level training – school-based, at TAFE or as a school-based traineeship
- Work ready skills (eg Career Planning, Resume writing, Smart Move, Provide First Aid)
- Life skills and support (eg Money, Tax and Super, Renting and Accommodation, Relationships and Wellbeing, Nutrition)
- Keys 4 Life endorsed program

This program is suitable for students who are aiming to:

- increase their attendance in Years 11 and 12
- improve their Literacy and Numeracy skills
- attain a WASSA with recognition of studied courses and completed programs
- complete a SBT or TAFE Qualification
- remain engaged in education and improve their work readiness and access to further education and training and or employment beyond school.

Students continue in the **Future Pathways Program** in Year 12.

Important Dates

Year 10 (2024)

	Term 3	Term 4
Week 2	17 July Parent Information Evening for Year 11 Year 10 Course Counselling begins	Outcome of TAFE VETDSS applications received this term
Week 3	23 July Parent-Teacher Evening Year 10 Course Counselling continues	OLNA results available
Week 4	Year 10 Course Counselling continues	
Week 7	TAFE VETDSS applications close 30 August	Year 10 Examinations
Week 8-9	OLNA	Year 11 Transition starts Week 9

	Year 11 (2025)	Year 12 (2026)
Term 1	Week 4: Last date to change Year 11 courses and Unit 1 courses set by school Week 5: OLNA, Good Standing Review Week 6: Student Progress Statements sent, OLNA Week 8: Parent-Teacher Evening Week 10: OLNA results available	Week 4: Last week change Year 12 courses set by school Week 5: OLNA, Good Standing Review Week 6: Student Progress Statements sent, OLNA , SCSA Year 12 Information Handbook out School Ball is usually in March Week 8: Parent-Teacher Evening (tbc) Week 9: SCSA - last week for Year 12 students to change course enrolments. (After this date can only withdraw.) Applications for special examination arrangements for candidates with a disability sitting ATAR course practical and/or written examinations due to SCSA Week 10: OLNA results available
Term 2	Week 2: Deadline to change from year-long courses Week 4: Careers Week Week 5: Good Standing Review Week 6 \ 7: Year 11 Examinations Week 8: Unit 2 course content starts Week 9: SCSA Deadline for changing Unit 2 course units , Unit 1 reports published, Good Standing Review Week 10: Countryweek	Week 2: OLNA , TISC applications usually open Weeks 3-5 - Externally Set Tasks (General and Foundation Students) Externally set task (EST) Week 4: Careers Week Week 5: Year 12 Examinations, Good Standing Review Week 7: ATAR course examination timetables published on the Authority website. Unit 4 course content starts Week 8: Unit 3 reports published Week 9: Good Standing Review Week 10: Countryweek
Term 3	Week 2: Parent-Teacher Evening Weeks 2 and 3: OLNA Week 4: 2026 TAFE VETDSS applications open Week 5: Good Standing Review Week 6: UniReady applications open Week 7: 2025 TAFE VETDSS applications close (tbc) Week 8: OLNA , UniReady first round applications close Week 9: OLNA, Good Standing Review	Week 2: Parent-Teacher Evening (tbc) Weeks 2 and 3: OLNA Week 4: SCSA deadline for withdrawal of enrolment from General, Foundation, courses for Year 12 Week 5: Good Standing Review Week 6: Year 12 student declaration and permission details due in SCSA student portal, Front covers of the ATAR course examinations available Week 7: Student nominations for SCSA VET awards due Week 8: OLNA , ATAR personalised examination timetables available in SCSA student portal Week 9: OLNA, Good Standing Review
Holidays		Second week holidays – Year 12 examinations
Term 4	Week 4: Good Standing Review Week 5: Year 11 Examinations Week 6: Sickness/misadventure forms due, Practise ESTs Week 7: Start Year 12 course work Week 8: Good Standing Review , Year 11 Assembly, Year 11 Reports published, Last week of attendance for Year 11 Week 10: Year 11 appeals to SCSA	Week 1: OLNA results out Week 2: Last week of school for Year 12 students, Valedictory Evening, Leavers Assembly, Statement of Results sent Week 4: ATAR course written examinations start Dec: Year 12 students' results available online via the Authority's student portal. Certificates and awards will not be available in the student portal until mid-January and mid-February 2025 respectively

Further Information

SCSA has a range of resources available on their website <https://www.scsa.wa.edu.au/>.

1. **Student Information website:** accessed via the SCSA website home page and at <https://student.scsa.wa.edu.au/>. It provides students with easy access to information about the student portal, getting organised, curriculum, examinations and testing, certification and post-school, frequently asked questions (FAQs).
2. **Student Portal:** is a space for Year 12 students to check and access personal information that relates to their WACE. It can be accessed at <https://student.scsa.wa.edu.au/student-portal>. Technical support for the portal is available via wacehelp@scsa.wa.edu.au (monitored from Monday to Friday between 8.00 am to 5.00 pm).

Year 10 students applying to enrol in a WACE language course for Year 11 will use the student portal to complete their application.

In Year 12, students can use the portal to: check personal details and enrolments; complete the student declaration and permission; download a copy of approved special examination arrangements; download the *Personalised written examination timetable* which states the date, time and venue for each written examination; check your Year 12 results; and download a copy of your sickness/misadventure outcome.

You access with your WA student number and a password. The first time you visit the student portal, you will be prompted to change your password. Security restrictions mean information such as your WA student number cannot be provided over the phone.

3. **Year 12 Information Handbook:** is published each year. Part I, which contains information for all Year 12s, is published in March and Part II of the handbook, which focuses on ATAR course examinations is published in July. You'll find them at <https://www.scsa.wa.edu.au/publications/year-12-information>.
4. **WACE Checker:** use this to check your progress towards meeting the requirements of the WACE in Years 11 and 12. You can test your choices by considering the grades you expect you would achieve and see how different combinations would help you meet the requirements. It is important to be realistic and positive about your projected performance, and also remember it is a guide.
5. **Courses – Year 11 and 12:** <http://senior-secondary.wa.edu.au/syllabus-and-support-materials>.
6. **Equitable Access adjustments:** <http://senior-secondary.scsa.wa.edu.au/assessment/disability-adjustment-guidelines>.
7. **Eligibility criteria for languages and EAL/D courses:** <http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/languages>.
8. **Endorsed programs:** <http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/endorsedprograms>.
9. **Online Literacy and Numeracy Assessment (OLNA):** <http://senior-secondary.scsa.wa.edu.au/assessment/olna>.
10. **School-based assessment:** <http://senior-secondary.scsa.wa.edu.au/assessment/school-based-assessment>.
11. **Vocational Education and Training (VET):** <http://senior-secondary.scsa.wa.edu.au/vet>.
12. **The Western Australian Certificate of Education (WACE):** <http://senior-secondary.scsa.wa.edu.au/the-wace>.

13. **ATAR examinations:** <http://senior-secondary.scsa.wa.edu.au/assessment/examinations>.
14. **Past ATAR course examinations:** <http://senior-secondary.scsa.wa.edu.au/further-resources/past-atar-course-exams>.
15. **Past WACE examinations:** <http://senior-secondary.scsa.wa.edu.au/further-resources/past-wace-examinations>.
16. **WASSA:** <http://senior-secondary.scsa.wa.edu.au/certification/wassa>.

TISC information is available on their website at <http://www.tisc.edu.au/static/home.tisc>.

The **Course Seeker Website** (www.courseseeker.edu.au) is another resource which allows you to search and compare entry requirements for undergraduate courses from universities and many other higher education providers in Australia.

Information about other Post School options can be viewed on the Champion Bay Senior High School Careers website <https://www.championbayseniorhighschoolcareers.com/>.

Useful Terms and Acronyms

AQF	Australian Qualifications Framework
ATAR	Australian Tertiary Admission Rank
ATC	Apprenticeship and Traineeship Company
EAL/D	English as an Additional Language/Dialect
EST	Externally set task
IMSS	Instrumental Music School Services
List A subjects	WACE courses from arts/languages/social sciences
List B subjects	WACE courses from mathematics/science/technology
LOTE	Language Other Than English
NAPLAN	National Assessment Program Literacy and Numeracy
OLNA	Online Literacy and Numeracy Assessment
PAiS	Pre-Apprenticeship in Schools
RTO	Registered Training Organisation
SBT	School-based Traineeship
SCSA	School Curriculum and Standards Authority
TAFE	Technical and Further Education
TEA	Tertiary Entrance Aggregate
TISC	Tertiary Institutions Service Centre
USI	Unique Student Identifier
VET	Vocational Education and Training
WACE	Western Australian Certificate of Education
WASSA	Western Australian Statement of Student Achievement

Index of Courses and Certificates

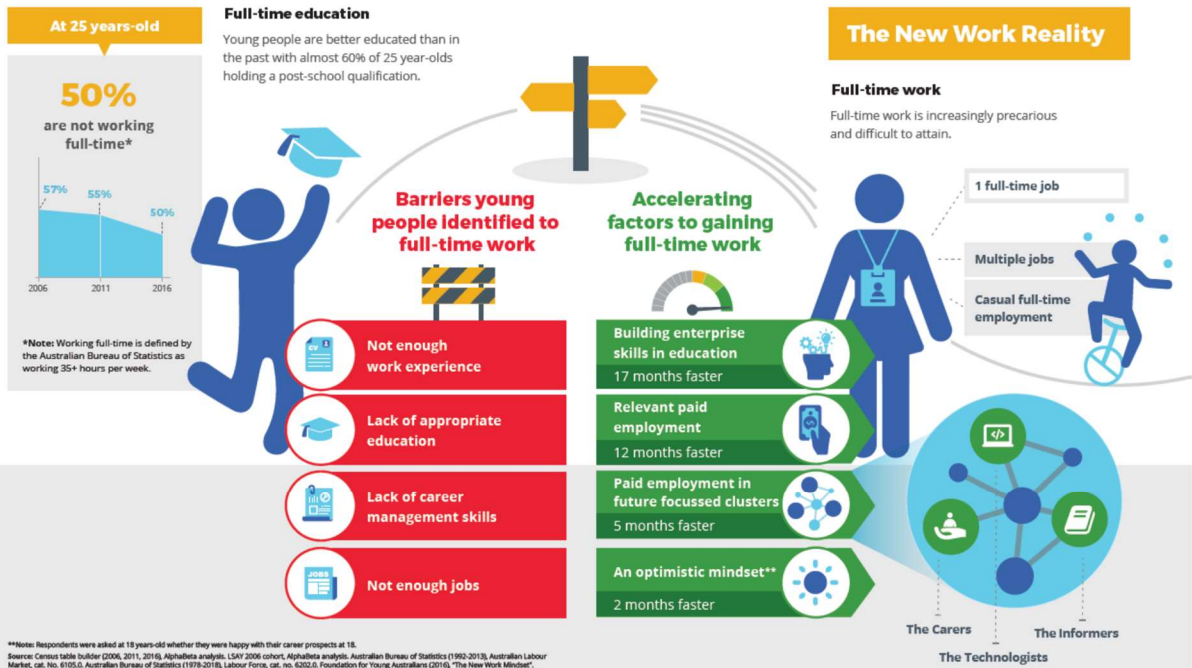
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Information contained in this handbook related to senior secondary requirements and courses is taken from School Curriculum and Standards Authority WACE manual, courses and the 2025 Year 10 Information Handbook (available at <https://scca.wa.edu.au/publications/year-10-information>) or from the sources listed in the *Further Information* section of this Year 11 Course Handbook.

Notes























SNAPSHOT

This report followed 14,000 young people's journey over a decade (15 to 25 years old) and found...



(Source: FYA.(2018) *The New Work Reality*.)

Which job clusters have the strongest future prospects?

Clusters	Growth and Automation	Future Prospect	Example jobs within the cluster that have strong future prospects (occupations grew 2010-2015 and risk of impact of automation is <70%)		
 <p>'The Generators'</p>	Job Growth (2010-15)  7.4% Affected by automation  45%	Moderate	ICT sales reps Retail supervisors Café or restaurant managers Call centre team leaders	Entertainers & variety artists Hospitality managers Sports instructors Bank managers	
 <p>'The Artisans'</p>	Job Growth (2010-15)  5.6% Affected by automation  77%	Weak	Carpenters & joiners Landscape gardeners Electrical engineering technicians Mechanics Upholsterers Electricians		
 <p>'The Carers'</p>	Job Growth (2010-15)  18.0% Affected by automation  26%	Strong	General practitioners Nurses Podiatrists Dental technicians Health promotion officers Pharmacists Veterinarians Radio-graphers Physio-therapists	Tour guides Beauty therapists Make-up artists Community health workers Massage therapists Cardiac technicians Anaesthetic technicians Childcare workers	Special education teachers Fitness instructors Emergency service workers Psychiatrists Paramedics Surgeons Social workers Occupational therapists
 <p>'The Coordinators'</p>	Job Growth (2010-15)  3.0% Affected by automation  71%	Weak	Receptionists Travel attendants Florists ICT support technicians Admissions clerks		
 <p>'The Designers'</p>	Job Growth (2010-15)  13.1% Affected by automation  43%	Moderate	Construction project managers Civil engineers Computer network & system engineers	Project administrators Electrical engineers Architects Industrial engineers Geologists	Mining engineers Landscape architects Food technologists
 <p>'The Informers'</p>	Job Growth (2010-15)  7.6% Affected by automation  36%	Strong	Policy analysts Statisticians Physicists Gallery or museum curators Economists Laboratory managers Human resource advisers	OH&S advisers Financial brokers Solicitors Technical writers Actuaries Detectives Organisational psychologists	Market research analysts Journalists Primary & secondary school teachers
 <p>'The Technologists'</p>	Job Growth (2010-15)  19.0% Affected by automation  50%	Strong	Programmers Software engineers Web developers Database administrators Web designers	 <p>New Cluster?</p> <p>Additional job clusters may arise, based on new occupations and new skills being demanded and valued by employers</p>	