

# 2025 CURRICULUM HANDBOOK YEARS 11 AND 12 ATAR

PREPARED FOR ALL GOOD WORKS



St. Norbert  
College

# Table of Contents

Table of Contents	2
Senior School at St Norbert College	5
Student Life at St Norbert College	6
Student Ministry	6
Christian Service Learning	7
College Graduation Requirements	7
WACE Graduation Requirements 2021 and Beyond	8
Planning Your Course	9
Senior School Curriculum	9
General Advice for Students	10
Australian Tertiary Admission Rank (ATAR)	11
Selecting an ATAR University Pathway	12
Minimum Entry Requirements (MER)	12
Changing Units	13
Study Line	13
Certification of Student Achievement	14
Endorsed Programs	16
Tertiary Institutions Service Centre	17
The University of Notre Dame Australia	17
Curriculum Overview	18
<b>Religious Education</b>	21
Unit 1 Religion and Life (A1REL)	21
Unit 2 Religion and Life (A2REL)	21
Unit 3 Religion and Life (ATREL)	22
Unit 4 Religion and Life (ATREL)	22
<b>English</b>	23
English	23
Unit 1 English (A1ENG)	23
Unit 2 English (A2ENG)	23
Unit 3 English (ATENG)	24
Unit 4 English (ATENG)	24
English as an Additional Language/Dialect	25
Unit 1 English as an Additional Language/Dialect (A1ELD)	25
Unit 2 English as an Additional Language/Dialect (A2ELD)	26
Unit 3 English as an Additional Language/Dialect (ATELD)	26
Unit 4 English as an Additional Language/Dialect (ATELD)	27
Literature	28
Unit 1 Literature (A1LIT)	28
Unit 2 Literature (A2LIT)	28
Unit 3 Literature (ATLIT)	29
Unit 4 Literature (ATLIT)	29

<b>Health and Physical Education</b>	30
<b>Health Studies</b>	30
Unit 1 Health Studies (A1HEA)	30
Unit 2 Health Studies (A2HEA)	30
Unit 3 Health Studies (ATHEA)	31
Unit 4 Health Studies (ATHEA)	31
<b>Physical Education Studies</b>	32
Unit 1 Physical Education Studies (A1PES)	32
Unit 2 Physical Education Studies (A2PES)	32
<b>Humanities and Social Sciences</b>	33
<b>Accounting and Finance</b>	33
Unit 1 Accounting and Finance (A1ACF)	33
Unit 2 Accounting and Finance (A2ACF)	33
Unit 3 Accounting and Finance (ATACF)	34
Unit 4 Accounting and Finance (ATACF)	34
<b>Economics</b>	35
Unit 1 Economics (A1ECO)	35
Unit 2 Economics (A2ECO)	35
Unit 3 Economics (ATECO)	36
Unit 4 Economics (ATECO)	36
<b>Geography</b>	37
Unit 1 Geography (A1GEO)	37
Unit 2 Geography (A2GEO)	37
Unit 3 Geography (ATGEO)	38
Unit 4 Geography (ATGEO)	38
<b>Modern History</b>	39
Unit 1 Modern History (A1HIM)	39
Unit 2 Modern History (A2HIM)	40
Unit 3 Modern History (ATHIM)	40
Unit 4 Modern History (ATHIM)	41
<b>Languages</b>	42
<b>Italian</b>	42
Unit 1 Italian: Second Language (AIJSL)	42
Unit 2 Italian: Second Language (AIJSL)	42
<b>Japanese</b>	43
Unit 3 Japanese: Second Language (ATJSL)	43
Unit 4 Japanese: Second Language (ATJSL)	44
<b>Mathematics</b>	45
<b>Mathematics Applications</b>	45
Unit 1 Mathematics Applications (A1MAA)	45
Unit 2 Mathematics Applications (A2MAA)	46
Unit 3 Mathematics Applications (ATMAA)	46
Unit 4 Mathematics Applications (ATMAA)	47
<b>Mathematics Methods</b>	48
Unit 1 Mathematics Methods (A1MAM)	48
Unit 2 Mathematics Methods (A2MAM)	48
Unit 3 Mathematics Methods (ATMAM)	49
Unit 4 Mathematics Methods (ATMAM)	49

<b>Mathematics Specialist</b>	50
Unit 1 Mathematics Specialist (A1MAS)	50
Unit 2 Mathematics Specialist (A2MAS)	50
Unit 3 Mathematics Specialist (ATMAS)	51
Unit 4 Mathematics Specialist (ATMAS)	51
<b>Science</b>	52
<b>Chemistry</b>	52
Unit 1 Chemistry (A1CHE)	52
Unit 2 Chemistry (A2CHE)	52
Unit 3 Chemistry (ATCHE)	53
Unit 4 Chemistry (ATCHE)	53
<b>Human Biology</b>	54
Unit 1 Human Biology (A1HBY)	54
Unit 2 Human Biology (A2HBY)	54
Unit 3 Human Biology (ATHBY)	55
Unit 4 Human Biology (ATHBY)	55
<b>Physics</b>	56
Unit 1 Physics (A1PHY)	56
Unit 2 Physics (A2PHY)	56
Unit 3 Physics (ATPHY)	57
Unit 4 Physics (ATPHY)	57
<b>Psychology</b>	58
Unit 1 Psychology (A1PSY)	58
Unit 2 Psychology (A2PSY)	58
Unit 3 Psychology (ATPSY)	59
Unit 4 Psychology (ATPSY)	59
<b>Technologies</b>	60
<b>Computer Science</b>	60
Unit 1 Computer Science (A1CSC)	60
Unit 2 Computer Science (A2CSC)	61
Unit 3 Computer Science (ATCSC)	61
Unit 4 Computer Science (ATCSC)	61
<b>The Arts</b>	62
<b>Dance</b>	62
Unit 1 Dance (A1DAN)	62
Unit 2 Dance (A2DAN)	63
<b>Design</b>	63
Unit 1 Design (A1DES)	63
Unit 2 Design (A2DES)	64
<b>Drama</b>	64
Unit 1 Drama (A1DRA)	64
Unit 2 Drama (A2DRA)	65
<b>Visual Arts</b>	65
Unit 1 Visual Arts (A1VAR)	65
Unit 2 Visual Arts (A2VAR)	66

# Senior School at St Norbert College



Dear Parents and Students,

From our somewhat humble beginnings in 1965, St Norbert College has always strived to offer a rich educational program within the context of a Christian environment, based on respect for the dignity of the individual. An education at St Norbert College will equip our students to be life-long learners, able to meet future challenges with increased confidence.

As our senior students embark on the final years of their secondary school life, their journey and thinking towards post school destinations begins in earnest.

This handbook and the accompanying course selection process is prepared to ensure that each student has the very best opportunity to select an appropriate pathway that will be of personal benefit to them into the future. To ensure the best outcomes, the subject selection process requires a significant partnership between staff, students and families.

Please take the time to read through this handbook together, as a resource for information, covering the Western Australian Certificate of Education (WACE) and the St Norbert College Graduation requirements.

Our College prides itself on offering a breadth and depth of course options to allow our students to choose courses that best suit their gifts, talents, interests and abilities, all key ingredients that lead to achievement at their highest potential.

I wish all of our students well and challenge them always, as our College motto states, to be 'Prepared for all good works'.

Sharon Rainford  
Principal



# Student Life at St Norbert College

## Student Ministry

Student Ministry creates opportunities for all St Norbert College students to become leaders in the College community. Through participating in a number of retreat and Christian service experiences, students are encouraged to develop and demonstrate their love for others.

Year 11 Student Ministers discover and practice various forms of prayer and liturgy. From being involved in leading at whole school liturgical events to personal and reflective prayer opportunities. These experiences help them discover more about themselves and about God in their lives.

The “Encounter” Retreat in Year 11 is an essential component of the Year 10-11 Christian Service Learning program “Prepared for all Good Works”. It is the ‘reflection’ element of the program when the students are given the opportunity to spend an extended period of time reflecting on their days of Christian service. It enables them to finish their written responses to the reflection questions in their journals and to share their experiences in a variety of settings – with one peer, in small groups and in a larger group.

This reflection process is then extended whereby the students are encouraged to connect their experience with the Christian story. The final phase of this retreat calls on students to take further action – the praxis. Having made a commitment to ongoing discipleship and to “doing justice”, students leave the retreat with a determination to be ‘Prepared for all Good Works.’

Year 12 Student Ministers discover and practice various forms of prayer and liturgy; from being involved in leading whole school liturgical events to personal and reflective prayer opportunities. These experiences help Year 12 students to discover more about themselves and God.

Year 12 students participate in a Retreat Day run by the Youth Mission Team. The theme of this Retreat is Religion and people’s lives. Students will reflect on the lives of those around us and the role that religion plays in their life. They will also have an opportunity to participate in a prayerful reflection at the conclusion of the day.

KAIROS (a three-day retreat) is a senior voluntary retreat offered twice to students in Year 11 and Year 12. Kairos is a Greek word that means, “The Lord’s Time”. It is judged not by its succession or duration but by its value, the intensity of the experience of God’s presence in the midst of the Christian community. KAIROS aims to give students an experience of Christian community, to open the eyes of the students to their own goodness, to the goodness of God, and to develop Christian Leadership.

KAIROS aims to give the senior students an experience of Christian community, to open the eyes of the students to their own goodness, as well as to the goodness of God and to develop Christian Leadership.

## Christian Service Learning

“Christian Service-Learning in Catholic schools is a critical educational activity that provides opportunities for students to reflect on and integrate the principles of Catholic Social Teachings into practical experiences of service to others in society.” *WA Catholic Education Office.*

At St Norbert College, all students in Years 7 to 12 are expected to complete the Christian Service Learning Program (“Prepared for All Good Works”). The Senior Student part of this program is launched at the end of Year 10. It is expected that students complete a minimum of **20 hours** service by the end of Week 1, Term 2 Year 11.

This program is a very important part of St Norbert College’s commitment to the development of young men and women as leaders in our society dedicated to service to others. Through working with people who have different abilities and experiences to themselves, students will be challenged to appreciate the gifts that others have to offer them. They will also be given the opportunity to use their skills and talents to enhance the lives of people in need. This may include for example working with the elderly, working with people who have disabilities, working with the homeless, etc.

Service to others is an excellent vehicle for bringing love and goodness alive in a person’s life. Students, at the end of Year 10 or the start of Year 11 go out into the community to discover for themselves what agencies there are which serve those less fortunate than themselves through the compulsory “Prepared For All Good Works” program.

During the service period, each student is required to complete a journal, which becomes the primary focus of the Encounter Retreat – an opportunity to reflect and learn from their service experience.

Students in Year 12 have the option of giving service to others from within a community-based agency which serves those less fortunate than themselves.

## College Graduation Requirements

For a student to graduate from St Norbert College they **must**:

- complete 20 hours of Christian Service Learning (with an outside agency) to be completed by the end of Week 1, Term 2, Year 11
- complete Year 11 & 12 Religion & Life Course of Study to a satisfactory standard
- have a strong attendance record **above 90%** over Year 11 and Year 12
- maintain their “Good Standing”

Failure to complete the Christian Service Learning requirement by the specified time will result in exclusion from attending the Year 12 Ball and may jeopardise attendance at other College events.

# WACE Graduation Requirements 2021 and Beyond

<p><b>General requirements</b></p>	<p>You must:</p> <ul style="list-style-type: none"> <li>• demonstrate a minimum standard of literacy (reading and writing) and a minimum standard of numeracy</li> <li>• complete a minimum of 20 units, or equivalents</li> <li>• complete             <ul style="list-style-type: none"> <li>- at least four Year 12 ATAR courses OR</li> <li>- at least five Year 12 General courses and/or ATAR courses or equivalent OR</li> <li>- a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses.</li> </ul> </li> </ul>
<p><b>Literacy and numeracy standard</b></p>	<p>For the WACE literacy and numeracy standard you may:</p> <ul style="list-style-type: none"> <li>• pre-qualify through achieving the required level or higher in the reading, writing and numeracy tests of the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN), or;</li> <li>• demonstrate the minimum standard of literacy and numeracy by successfully completing the relevant components of the Online Literacy and Numeracy Assessment (OLNA) in Year 10, 11 or 12.</li> </ul>
<p><b>Breadth &amp; depth</b></p>	<p>You must complete a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. This requirement must include at least:</p> <ul style="list-style-type: none"> <li>• a minimum of ten Year 12 units, or the equivalent</li> <li>• our units from an English course, post-Year 10, including at least one pair of Year 12 units from an English learning area course</li> <li>• one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology) subjects.</li> </ul>
<p><b>Achievement standard requirement</b></p>	<p>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.</p>
<p><b>Unit Equivalents</b></p>	<p>Unit equivalents can be obtained through VET qualifications and/or endorsed programs. The maximum number of unit equivalents available through VET and endorsed programs is four Year 11 units and four Year 12 units with a maximum of four units with endorsed programs – two in Year 11 and two in Year 12.</p>



# Planning Your Course

## Senior School Curriculum

The curriculum provided at St Norbert College recognises that our students have different learning needs and aspirations. We therefore offer a wide and varied curriculum suited to the needs of students who are University bound, those bound for State Training Providers, and those seeking an apprenticeship or employment on graduating from Year 12.

Senior school courses are delivered based on the requirements of the course and the resource considerations of the College. Some courses have practical components and students will be required to both study appropriate theory as well as demonstrate their skills through practical tasks. Some courses may be delivered using an online methodology. This may be done through our partnership with the Virtual School Network through Catholic Education Western Australia or through arrangements with Registered Training Organisations for certificate courses.

### What types of courses are there?

- **ATAR courses:** ATAR courses are designed for students who are typically aiming to enrol in a university course directly from school. These courses will be examined by the Authority and contribute to the achievement of an ATAR. You must sit the final examination to complete the course.
- **General courses:** General courses are designed for students who are typically aiming to enter vocationally based training or the workforce directly from school. These courses will not be examined by the Authority. However, they each have an externally set task (EST) in Year 12 which is set by the Authority.
- **Vocational Education and Training (VET) industry specific courses:** These courses are designed for students typically aiming to enter further vocationally based training or the workforce directly from school. They include a full Australian Qualifications Framework (AQF) qualification, mandatory workplace learning and contribute to the Certificate II requirement for a WACE. VET industry specific courses count towards your WACE as course unit credit, which allows you to include more VET in your secondary education program.
- **Foundation courses:** Foundation courses are designed for students who have not been able to demonstrate 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. These courses are not designed, nor intended, to be an alternative senior secondary pathway. They are not externally examined. However, they each have an EST in Year 12 which is set by the Authority.
- **Preliminary courses:** These have been developed for students who have been identified as having a learning difficulty and/or an intellectual disability. They provide a relevant option for students who:
  - cannot access the ATAR or General course content with adjustment and/or disability provisions
  - require modified and/or independent education plans.

***Preliminary courses do not contribute to achievement of the WACE.***

**NEED MORE INFORMATION? [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)**

## General advice for students

### Seek sound advice

- Collect relevant information about university, training and career options post-school. Find out about the courses and careers that interest you and check whether there are any prerequisites that you need to factor into your course selection.
- Talk with the people who know your skills, abilities and interests, as well as those who have a sense of your goals and aspirations. Your subject teachers, Homeroom teacher, Head of House, relevant Heads of Learning Area, Deputy Principal, parents, family and friends are all useful sounding boards. Take the time you need to talk about the decisions you are making.

### Make wise choices

- Play to your strengths and build on your talents and skills. Choosing a subject on the basis of how you think it is scaled at the expense of one that you are good at or really enjoy doing may not pay the dividend you hope it will in the long run.
- Be passionate about what you are doing and work hard. It is worth bearing in mind that an easy option is not always the best option. When selecting your courses, balance being kind to yourself with offering yourself a challenge.
- Be positive and clear about your goals from the outset. You should review your goals from time to time to check how you are going in making progress.

### Establish good routines

- It is important to get into good habits early. Develop an effective routine that works for you and remember that you will need to be flexible as well as committed to it. Set yourself a regular schedule and map out your longer-term commitments.
- Strike a balance between your commitments and priorities, including study, family, friends, extra-curricular activities and part-time work. It is important to stay connected with your family and friends. Share your schedule and plans with your family and friends, so they understand your commitments and priorities.
- Remember healthy habits are part of good routines. Keep your energy levels in check by starting the day with a healthy breakfast and having regular mealtimes with a balanced and nutritious diet. Stay hydrated by drinking around two litres of water a day and avoiding caffeinated, sugary and energy drinks. Exercise to energise your body and mind, and take part in activities that will reduce stress and add balance to your life.

**Source:** [SCSA Year 10 Information Handbook](#)

## Students need to consider a number of factors when selecting courses:

### 1. Academic Ability

In order to achieve success in many Senior School courses, students need to have demonstrated a high degree of academic ability and achievement in courses from their previous years of study. Without this background, students invariably have difficulty with the course content. It is essential to take careful note of subject Minimum Entry Requirements (MER) and teacher recommendations when selecting courses to study.

### 2. Interests

The course choice system gives students the opportunity to pursue their particular interests at whatever level they are able to perform.

### 3. Career Aspirations

Whether planning to seek employment after Secondary Graduation, or to continue with further studies (Vocational Training, University or other), students should choose courses that will maximise their options for the future.

Students should also be aware that many Vocational qualifications could lead to University entry with advanced standing (i.e. a sufficiently high ATAR is not the only avenue to University entrance).

**It should be noted that courses only run if there are sufficient numbers to justify a class.**

## Australian Tertiary Admission Rank (ATAR)

The Australian Tertiary Admission Rank (ATAR) is the basis of admission to most University courses.

The ATAR ranges between zero and 99.95. It reports your rank relative to all other WA students in Year 12 and takes into account the number of students with a Tertiary Entrance Aggregate (TEA) as well as the number of people of Year 12 School leaving age in the population of this State. An ATAR of 75.00 indicates that you have an overall rating equal to or better than 75% of the Year 12 School leaving age population in Western Australia.

The ATAR is derived from the Tertiary Entrance Aggregate (TEA). The TEA is the sum of your best four scaled scores plus 10% of your best Language Other Than English (LOTE) scaled score (if you have one), plus 10% of your scaled score (if you have one) Mathematics: Methods plus 10% of your scaled score (if you have one) Mathematics: Specialist. No course can be counted more than once.

The TEA will be calculated and then converted to an ATAR, which tells individuals where they are ranked relative to other students. In calculating the scaled score for ATAR courses, equal weight is given to the final school score and the final examination score, except where courses are taken on a private basis.

# Selecting an ATAR University Pathway

Students who select an ATAR pathway:

- Like to study theories and concepts
- Like to engage in high-order and critical thinking
- Have strong literacy and writing skills
- Have well-developed study skills and habits
- Want to study for a further three or more years when leaving school

The advantages of an ATAR pathway include:

- Generates an ATAR that can be used for direct university entry
- Enables students to develop higher-order thinking skills and analysis
- Is rigorous and requires dedication and commitment
- Gives the students the opportunity to develop strong study habits and work ethic

Students selecting an ATAR pathway must have achieved the Minimum Entry Requirement (MER) before being accepted into this pathway. This is a demanding pathway and students must demonstrate through results and work ethic that they are dedicated to their studies. Students must select a **minimum of five** ATAR subjects. Depending on the option they choose they may also have the opportunity to complete a General subject or VET Certificate.

## Minimum Entry Requirements (MER)

In order for students to enrol in an ATAR course, they must first achieve a prerequisite grade and/or result in order to be accepted into the course. This is known as the Minimum Entry Requirement (MER). The Minimum Entry Requirement is based on the minimum standard of achievement a student must demonstrate in order to successfully pass their chosen course in Year 11 and Year 12. This level of achievement has been determined based on the complexity of the course and on the success rates of students in years past.

For students entering Year 11, they must achieve the Minimum Entry Requirement at the conclusion of Semester One in Year 10. Students must maintain this result throughout the rest of Year 10. In some cases, students who achieve the Minimum Entry Requirement at the end of Semester Two will be allowed to apply for entry into an ATAR course, however this will also be determined by compatibility with the timetable and existing class numbers.

For students entering Year 12, they must maintain a result above the prescribed Minimum Entry Requirement during Year 11 to continue into a course in Year 12. Those students who do not meet this standard may be required to change their Year 12 subject selection. Those students who fail to achieve the Minimum Entry Requirements in more than one subject may be required to change to a Vocational Pathway. In some cases, this may need to occur at the conclusion of Semester One in Year 11.

Any application for a student to enter a course without having demonstrated the Minimum Entry Requirement must be approved by both the Head of Learning Area and the Deputy Principal. This will only happen in exceptional circumstances.

## Changing Units

Before contemplating any change, parents and students should check that the intended set of course units meets the requirements of Secondary Graduation, Tertiary Entrance and (if appropriate) the entrance to a particular faculty. Such changes are influenced by the advice given by teachers, the Dean of Studies, the Deputy Principals, and the availability of the course unit on the grid and room in that class.

In selecting a new course unit, students should ensure that they meet the Minimum Entry Requirements for the course. Beware that changing courses is not a guarantee of success – one should examine the reasons for failure up to this point. In some cases it will be better to continue with the course rather than to commence an untried subject.

The Deputy Principal processes the applications for those students who, having started with one course, wish to change to another. However, there is a time beyond which such changes cannot be made. Even if an application is made prior to the cut-off date, it may not be possible to change due to the desired class being full.

**The last day for changing courses is the Friday of Week 4, Term 1 in 2025**

## Study Line

Students are expected to be in class for the entire school day studying a variety of subjects. Schools do vary this but only where *exceptional circumstances* warrant. At St Norbert College students may apply to drop a subject and have a study line instead provided they meet the exceptional circumstances criteria indicated below:

### Criteria 1

That they are not at risk of failing to achieve Secondary Graduation - WACE

### Criteria 2

That they will still have 5 ATAR subjects including Religion & Life ATAR (**Year 12 only**)

### Criteria 3

Students are engaged in studying an online Certificate course that contributes towards their WACE as equivalent to a timetabled subject.

### Criteria 4

Their personal circumstances are such that without a study line they are at risk of not being able to graduate. For example, they are a member of a national sporting team.

# Certification of Student Achievement

## Western Australian Certificate of Education (WACE)

This certificate is issued to Year 12 students who meet the specified requirements for WACE graduation.

### Certificates of Merit and Certificates of Distinction

Certificates of Merit and Certificates of Distinction recognise student achievement in the WACE and are dependent on the degree of difficulty of the courses and programs undertaken, together with the student's level of achievement. These awards will be based on the grades awarded to students by their schools.

A Certificate of Merit or a Certificate of Distinction is to be awarded to each eligible student who, in their last three consecutive years of senior secondary school WACE enrolment, accumulates:

- 150–189 points = a Certificate of Merit
- 190–200 points = a Certificate of Distinction

### Calculating points for the achievement of certificates of merit and certificates of distinction:

Points per unit	ATAR course	General course	Foundation course	VET industry qualification	Maximum points per VET qualification
10	A				
9	B			Certificate IV+ Replaces two Year 11 and four Year 12 units	54
8		A		Certificate III Replaces two Year 11 and four Year 12 units	48
7					
6				Certificate II Replaces two Year 11 and two Year 12 units	24

### NEED MORE INFORMATION ON AWARDS?

<https://senior-secondary.scsa.wa.edu.au/certification/exhibitions-and-awards>



## **Western Australian Statement of Student Achievement (WASSA)**

A statement of student achievement is issued to all Year 12 students at the completion of their secondary schooling. The WASSA lists all courses and programs that a student has completed and the grades and marks achieved.

The WASSA formally records, as relevant:

- achievement of WACE requirements
- achievement of literacy (reading and writing) standard
- achievement of numeracy standard
- achievement of exhibitions and awards
- school grades, school marks, and combined scores in ATAR units \*
- school grades and school marks in General and Foundation units \*
- completed Preliminary units
- completed VET industry specific units
- successfully completed VET qualifications and VET units of competency
- completed endorsed programs
- number of community service hours undertaken (if reported by the school)

*\* In Year 12, Units 3 and 4 are reported as a year-long course. In Year 11, Units 1 and 2 are reported as a year-long course unless a student completes Unit 1 and enrolls in Unit 2 in another course at the end of Semester 1. In this case, Unit 1 and Unit 2 will be reported separately.*

## **ATAR Course Report**

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

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

*\* Private candidates will receive a letter from the Authority notifying them of their ATAR course examination mark.*

*\*\* A course that has a practical examination component will have the written and practical marks reported separately.*

The ATAR course report shows how the student performed relative to all other students who completed the course (represented by a location on a graph).

# Vocational Education and Training Courses

Vocational Education and Training (VET) courses are nationally recognised qualifications that focus on the development of skills and competencies that are required within specific industry areas. Vocational Courses are especially recommended for students who have a practical orientation or wish to develop industry specific skills in preparation for further study or employment.

There are strict requirements to deliver these courses at the College. The College works in partnerships with Registered Training Organisations to develop and deliver programs that meet the national vocational competencies. In these courses a grade is not awarded; instead, students achieve VET Credit Transfer towards their WACE achievement through the calculation of unit equivalents.

## Endorsed Programs

An endorsed program is a significant learning program that has been developed for senior secondary students. The program may have been developed by the School Curriculum and Standards Authority, or it may have been developed by a private provider or a school and subsequently endorsed by the Authority.

Each endorsed program consists of a series of lessons, classes and/or activities designed to lead to the achievement of a common goal or set of learning outcomes. Endorsed programs can be delivered as part of the school curriculum or as extra-curricular activities. All endorsed programs successfully completed are reported to the Authority by the school. They:

- Appear on the Western Australian Statement of Student Achievement
- May contribute towards the breadth-and-depth requirement of the WACE
- May contribute towards the C grade requirement of the WACE.
- Each endorsed program is allocated one, two, three or four unit equivalents.

A student who will graduate in 2024 or 2025 will be able to count a maximum of 4 unit equivalents from endorsed programs for WACE purposes, two in Year 11 and two in Year 12.

### Programs are endorsed in three categories:

#### 1. **Authority-developed endorsed programs**

These endorsed programs are developed by the Authority to provide WACE recognition for students undertaking activities of a similar nature and for which no quality-assured certificate or award is issued. e.g. Community Service, Tours, College Production, Workplace Learning, Music Performance Ensembles

#### 2. **Provider-developed endorsed programs**

These endorsed programs are developed by a private provider such as a university, community organisation or training institution. Provider-developed endorsed programs recognise structured learning programs that result in the attainment of a quality-assured certificate or award. E.g., Dance, Cadets, Music, Lifesaving, Red Cross, Duke of Edinburgh, Keys for Life

#### 3. **School-developed endorsed programs**

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

**NEED MORE INFORMATION?** [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)

# Tertiary Institutions Service Centre

The Tertiary Institutions Service Centre (TISC) is an incorporated body established in 1975 by **Curtin University, Edith Cowan University, Murdoch University** and **The University of Western Australia**, which provides the following services:

- Processing of applications for admission to undergraduate courses at the above Universities.
- Conducting the Special Tertiary Admissions Test (STAT).
- Scaling WACE results and calculating ATARs for students in Western Australia.

School Leavers (including repeating students) will have to meet the following four requirements for courses at Curtin University, Edith Cowan University, Murdoch University and The University of Western Australia.

- 1 Western Australian Certificate of Education (WACE) Achievement of WACE is a mandatory requirement by all universities.
- 2 Competence in English  
Competence in English is usually achieved by a scaled score of at least 50 in English; English as an Additional Language Dialect (EALD) for eligible students; or Literature. The universities will also concede competence in English on the basis of standardised exam or standardised moderated school assessments.
- 3 Australian Tertiary Admission Rank (ATAR)  
The TEA is calculated by adding a student's best four scaled scores. These may be in any combination of courses subject to unacceptable combinations. No course can be counted more than once.
- 4 Pre-requisites  
For some university courses it is also necessary to meet prerequisite requirements. Generally, a scaled score of 50 or more in a Year 12 course is required for prerequisite purposes; however, mathematics prerequisites differ across university courses.

## The University of Notre Dame Australia

The University of Notre Dame Australia seeks to enrol students who wish to make a special contribution to society. They use a comprehensive admissions process that goes beyond the use of a single score. Prospective students apply directly to the University for admission.

The admissions process is personal. Every applicant is considered on an individual basis.

Notre Dame bases entry upon a range of factors:

- Personal qualities and motivation to study
- Contribution to school and community life
- Academic record
- Interview

# Curriculum Overview

## Year 11

Students who select an ATAR pathway in Year Eleven must meet the following requirements:

- Select at least 5 ATAR courses from a total of 6 courses
- Have selected courses for which they have met the Minimum Entry Requirements (MER) and
- Select at least one course from List A and one from List B

The range of study programs available to Year 11 ATAR Pathway students is shown below:

	<b>ATAR Pathway A</b> 6 ATAR courses	<b>ATAR Pathway B</b> 5 ATAR courses	<b>ATAR Pathway C</b> 5 ATAR courses
<b>Subject Choice 1</b>	English ATAR Literature ATAR English as a Second Language	English ATAR Literature ATAR English as a Second Language	English ATAR Literature ATAR English as a Second Language
<b>Subject Choice 2</b>	Religious Education ATAR	Religious Education ATAR	Religious Education General
<b>Subject Choice 3</b>	List B ATAR	List B ATAR	List B ATAR
<b>Subject Choice 4</b>	List A or List B ATAR	List A or List B ATAR	List A or List B ATAR
<b>Subject Choice 5</b>	List A or List B ATAR	List A or List B ATAR	List A or List B ATAR
<b>Subject Choice 6</b>	List A or List B ATAR	List A or List B General VET Cert (in-school) VET Cert (online)	List A or List B ATAR

## Year 11: ATAR CHOICES

<b>List A (arts/languages/social science)</b>	<b>List B (mathematics/science/technology)</b>
<b>DAN</b> Dance A1DAN, A2DAN	<b>ACF</b> Accounting & Finance A1ACF, A2ACF
<b>DRA</b> Drama A1DRA, A2DRA	<b>CHE</b> Chemistry A1CHE, A2CHE
<b>ECO</b> Economics A1ECO, A2ECO	<b>CSC</b> Computer Science A1CSC, A2CSC
<b>ENG</b> English A1ENG, A2ENG	<b>DES</b> Design A1DES, A2DES
<b>ELD</b> English as a Second Language/Dialect A1ELD, A2ELD	<b>HBY</b> Human Biology A1HBY, A2HBY
<b>GEO</b> Geography A1GEO, A2GEO	<b>MAA</b> Mathematics Applications A1MAA, A2MAA
<b>HEA</b> Health Studies A1HEA, A2HEA	<b>MAM</b> Mathematics Methods A1MAM, A2MAM
<b>HIM</b> Modern History A1HIM, A2HIM	<b>MAS</b> Mathematics Specialist A1MAS, A2MAS
<b>LIT</b> Literature A1LIT, A2LIT	<b>PES</b> Physical Education Studies A1PES, A2PES
<b>REL</b> Religion and Life A1REL, A2REL	<b>PHY</b> Physics A1PHY, A2PHY
<b>VAR</b> Visual Art A1VAR, A2VAR	<b>PSY</b> Psychology A1PSY, A2PSY

## Year 12

Students who select an ATAR pathway in Year Twelve must meet the following requirements:

- Select at least 5 ATAR courses (preferably from a total of 6 courses)
- Have selected courses for which they have met the Year 12 Minimum Entry Requirements and
- Select at least one course from List A and one from List B

The range of study programs available to Year 12 ATAR Pathway students is shown below:

	<b>ATAR Pathway A</b> 6 ATAR	<b>ATAR Pathway B</b> 5 ATAR	<b>ATAR Pathway C</b> 5 ATAR	<b>ATAR Pathway D*</b> 5 ATAR
	Direct University Pathway	Direct University Pathway	Direct University Pathway	Alternative University Pathway
<b>Subject Choice 1</b>	English ATENG Literature ATLIT English as a Second Language ATELD	English ATENG Literature ATLIT English as a Second Language ATELD	English ATENG Literature ATLIT English as a Second Language ATELD	English ATENG Literature ATLIT English as a Second Language ATELD
<b>Subject Choice 2</b>	Religious Education ATREL	Religious Education ATREL	Religious Education GTREL	Religious Education ATREL or GTREL
<b>Subject Choice 3</b>	List B ATAR	List B ATAR	List B ATAR	List B ATAR or General
<b>Subject Choice 4</b>	List A / B ATAR	List A / B ATAR	List A / B ATAR	List A / B (ATAR or General)
<b>Subject Choice 5</b>	List A / B ATAR	List A / B ATAR	List A / B ATAR	List A / B (ATAR or General)
<b>Subject Choice 6</b>	List A / B ATAR	List A / B General VET Cert (in-school) VET Cert (online)	List A / B ATAR	External Certificate IV course (Friday enrolment only – limited options)

**\*NOTE:** **ATAR Pathway D** represents a new addition to possible options available to existing Year 11 ATAR students. It is **NOT** an automatic selection and can only be studied upon recommendation by either the Deputy Principal or the Head of Careers & Transition.

**ATAR Pathway D** represents a bespoke arrangement that would be agreed upon by students, parents and the College. The require students agreeing to the following conditions:

- Students would be permitted to study *less than four* ATAR courses for Year 12. This would **NOT** generate an ATAR score at the end of Year 12.
- Students would be permitted to study a combination of ATAR, General and Vocational courses at St Norbert College depending upon their abilities, interests and career aspirations.
- Students would qualify for university by completing an external Certificate IV course that does **NOT** require a practical application of their skills through WorkPlace learning.
- Students would only be allowed to study courses offered on a Friday for reasons of academic continuity.
- Students would be required to complete any missed assessments in Assessment Catch-Up.

List A (arts/languages/social science)	List B (mathematics/science/technology)
ECO Economics ATECO ENG English ATENG ELD English as a Second Language/Dialect ATELD GEO Geography ATGEO HEA Health Studies ATHEA HIM Modern History ATHIM JSL Japanese ATJSL LIT Literature ATLIT REL Religion and Life ATREL	ACF Accounting & Finance ATACF CHE Chemistry ATCHE CSC Computer Science ATCSC HBY Human Biology ATHBY MAA Mathematics Applications ATMAA MAM Mathematics Methods ATMAM MAS Mathematics Specialist ATMAS PHY Physics ATPHY PSY Psychology ATPSY



# Religious Education

**Head of Learning Area: Cecilia Loh**

Phone: 9350 5433 / Email: [cecilia.loh@norbert.wa.edu.au](mailto:cecilia.loh@norbert.wa.edu.au)

The ATAR Religion and Life course provides students with opportunities to learn about religion and the interplay that occurs between religion, different societies and people. Students develop an informed and critical understanding of this interplay by drawing from a detailed knowledge of one or more religions.

Every religion offers a system of beliefs and practices. In the ATAR Religion and Life course, students explore one or more religions and investigate the characteristics of religion, their origins, foundations, social influence and development over time. They analyse the role religion has played in society and understand the challenges and opportunities religions face. The connections between religion and life occur in many areas of human activity. Religion motivates and influences how people interact with each other and the world around them.

Students employ research and learning skills that enable them to use a range of primary and secondary sources to investigate the interplay between religion and life.

## Unit 1 Religion and Life (A1REL)

### Minimum Entry Requirements

'B' grade and a mark of 70% in Year 10 Religious Education Mainstream or 'C' grade and a mark of 60% in Year 10 Religious Education Extension

and

'B' grade and a mark of 65% in Year 10 English Mainstream or 'C' grade and a mark of 55% in Year 10 English Extension

### Description

The focus of this unit is the place of religion in society. It examines the responses of people to religion, in particular how people understand the response of religion to their concerns, needs and questions. Students develop the skills required for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life

### Future Pathways

Unit 2 Religion and Life ATAR (A2REL)

## Unit 2 Religion and Life (A2REL)

### Description

The focus of this unit is religious identity and purpose. It investigates how religion shapes, forms and supports people in life. The unit also examines how religion impacts on and interacts with, groups in society. Students develop the skills required for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life.

### Future Pathways

Units 3 and 4 Religion and Life ATAR (ATREL) or Units 3 and 4 Religion and Life General (GTREL) in Year 12

## Unit 3 Religion and Life (ATREL)

### Minimum Entry Requirements

'C' grade and mark of 55% in Units 1 and 2 of Religion and Life ATAR

### Description

The focus for this unit is the connection between past and present experiences of religion. Students analyse the impact of changes within society and how these changes shape the way individuals and groups interact with religion. They further develop research skills for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life.

## Unit 4 Religion and Life (ATREL)

### Description

The focus for this unit is the interplay between religion and life. Students explore how religion responds to, and interacts with, issues that arise within society. They further develop research skills for conducting an inquiry, processing information, and communicating findings about the interplay between religion and life.

### Future Pathways

Studies in Year 12 can lead to post high school courses in a number of different areas. Theology is an ancient discipline developed within the Christian tradition as the critical study and interpretation of the sources, history, beliefs and practices of that religious tradition. Courses are offered in Theology, Teaching and Social Justice at Notre Dame, Murdoch and Edith Cowan Universities. Various Schools of Theology also offer Certificate IV Courses in Christian Ministry, Theology and Christian Counselling.

# English

**Head of Learning Area: Mrs Corrina Markich**

Phone: 9350 5433 / Email: [Corrina.Markich@norbert.wa.edu.au](mailto:Corrina.Markich@norbert.wa.edu.au)

## English

English is the study of the universal, controversial and challenging human experiences in the world we live in. Through the study of written and visual texts students are encouraged to explore their personal values and attitudes and create understandings of texts using their own, author and situational context. Students are encouraged to view the world from their own and others' perspectives in order to further understand and participate in the world. Standard Australian English is a basis for all means of communication in post school study or employment.

## Unit 1 English (A1ENG)

### Minimum Entry Requirements

'C' grade and mark of 55% in Year 10 English Extension or 'B' grade and mark of 65% in Year 10 English Mainstream. Students must have also attained Category 3 for OLNA Reading and Writing.

Students wishing to undertake this unit but have not met the minimum entry requirements are required to meet with the Head of Learning Area.

### Description

Students 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. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts. Study in this unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning. Students 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, create their own texts and reflect on their own learning.

### Future Pathways

Unit 2 English ATAR (A2ENG)

## Unit 2 English (A2ENG)

### Description

Students 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. By responding to and creating texts in different modes and media, students consider the interplay of imaginative, interpretive and persuasive elements in a range of texts and present their own analyses. Students critically examine the effect of stylistic choices and how they position audiences for a particular purpose, 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.

### Future Pathways

Units 3 and 4 English ATAR in Year 12 (ATENG)

## Unit 3 English (ATENG)

### Minimum Entry requirement

'C' Grade and a mark of 55% in Units 1 and 2 of English ATAR

### Description

Students explore representations of themes, issues, ideas and concepts through a comparison of texts. They analyse and compare the relationships between language, genre and contexts, comparing texts within and/or across different genres and modes. Students recognise and analyse the conventions of genre in texts and consider how those conventions may assist interpretation. Students compare and evaluate the effect of different media, forms and modes on the structure of texts and how audiences respond to them. Understanding of these concepts is demonstrated through the creation of imaginative, interpretive, persuasive and analytical responses.

## Unit 4 English (ATENG)

### Description

Students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument. Through close study of texts, students explore relationships between content and structure, voice and perspectives and the text and context. This provides the opportunity for students to extend their experience of language and of texts and explore their ideas through their own reading and viewing. Students demonstrate understanding of the texts studied through the creation of imaginative, interpretive, persuasive and analytical responses.

### Future Pathways

University Entrance

## English as an Additional Language/Dialect

The English as an Additional Language or Dialect (EAL/D) ATAR course offers students the opportunity to expand their understanding of cultural similarities, differences and values. Students use knowledge and skills from their existing languages and cultures to become cross-cultural learners. They will investigate how the use of language reflects culture and represents ideas, attitudes and values across cultures, particularly the Australian context. Students will explore how language can be a powerful tool to communicate ideas.

In the ATAR EAL/D course students will use the language modes of listening, speaking, reading, viewing and writing to develop their skills in Standard Australian English to build effective communication skills.

### Unit 1 English as an Additional Language/Dialect (A1ELD)

#### Minimum Entry Requirements

Consultation with Head of English: Students must meet the SCSA requirements for EAL/D; not having been a resident of a predominantly English-speaking country, nor being taught in English as the main medium of course delivery, for a total of 7 years prior to 1 January of the year students complete Year 12. Students should also achieve a 'C' grade and a mark of 55% in Year 10 English Extension or a 'B' grade and a mark of 65% in Year 10 English Mainstream.

#### Description

Unit 1 focuses on investigating how language and culture are interrelated and expressed in a range of contexts. A variety of oral, written and multimodal texts are used to develop understanding of text structures and language features. Students explore the relationship between these structures and features and the context, purpose and audience of texts. The unit will enhance students' confidence in creating texts for different purposes and across all language modes in both real and imagined contexts. It will broaden their understanding of the sociocultural and sociolinguistic elements of SAE and develop skills for research and further academic study.

The thematic focus for this unit is ways of life. Using knowledge and skills from their existing languages and cultures, students learn to use English to explore wider social contexts beyond the personal and immediate community. From their position as cross-cultural learners, they examine issues and different points of views to develop, present and express ideas and opinions in relation to these.

Through the investigation of a range of topics, students explore their relationships with cultures and deepen their understanding of cultural similarities, differences and values to develop their ability to use English. Students apply their SAE skills to examine the ways language is used in relation to these topics to position the viewer and reader.

#### Future Pathways

Unit 2 English as an Additional Language/Dialect (A2ELD)

## Unit 2 English as an Additional Language/Dialect (A2ELD)

### Description

Unit 2 focuses on analysing and evaluating perspectives and attitudes presented in texts and creating extended texts for a range of contexts. SAE language skills for effective communication in an expanding range of contexts are consolidated. The use of cohesive text structures and language features is developed. The unit focuses on developing planning and editing skills to create extended oral, written and multimodal texts. Attitudes, values and culturally based assumptions within texts are identified, analysed and compared. Strategies for collecting, analysing, organising and presenting ideas and information are refined.

The thematic focus for this unit is making choices. Using knowledge and skills from their existing languages and cultures, students learn to use English to identify and examine choices facing themselves, their families, communities and societies in relation to issues of concern presented in a range of texts. They examine and use the ways language can be used to analyse choices, influence attitudes and effect change.

### Future Pathways

Units 3 and 4 English as an Additional Language/Dialect in Year 12 (ATELD)

## Unit 3 English as an Additional Language/Dialect (ATELD)

### Minimum Entry Requirements

'C' grade and a mark of 55% in Units 1 and 2 of English as an Additional Language/Dialect ATAR

### Description

Unit 3 focuses on analysing how language choices are used to achieve different purposes and effects in a range of contexts. SAE language skills are developed so that they can be used to describe, inform, express a point of view and persuade for different purposes and audiences. The ways in which language choices shape meaning and influence audiences are explored through the study and creation of a range of oral, written and multimodal texts. The representation of ideas, attitudes and values and how these vary across cultures and within different contexts, particularly the Australian context, is analysed and evaluated. Effective and independent research skills are consolidated throughout the unit.

The thematic focus for Unit 3 is Australia as a cultural community. Using knowledge and skills from their existing languages and cultures, students learn to use English to further explore the concept of 'cultural schemas' and how culture influences the way in which they and other people view the world. Through the exploration of Australia as a multicultural society protecting individual freedoms, they develop an appreciation of the concept of cultural constructs. They also develop their ability to use English appropriate to audience and purpose. Their intercultural understandings enable them to apply analytical and problem-solving skills to their investigations of commonality and difference.

Students use SAE to explore how structures, patterns and audience expectations influence language and meaning and that meaning is negotiated, not given, within and across cultures.



## **Unit 4 English as an Additional Language/Dialect (ATELD)**

### **Description**

Unit 4 focuses on analysing, evaluating and using language to represent and respond to issues, ideas and attitudes in a range of contexts. By extending and consolidating language and communication skills, critical use of SAE for a range of contexts, purposes and audiences is developed. Independent and collaborative investigation and analysis are used to explore how language and texts achieve specific purposes and effects. Extended oral, written and multimodal texts and presentations are created, adapted and refined for a variety of contexts, purposes and audiences. Effective research strategies and referencing protocols are used to present ideas, information, arguments and evidence, conclusions and recommendations.

The thematic focus for Unit 4 is language and empowerment. Using knowledge and skills from their existing languages and cultures, students learn to use English to explore the relationship between the uses of language and the concept of the power of language.

Through building on knowledge of the ways in which language can be used to influence, persuade and position people, students examine how it can also be used to privilege or marginalise individuals, social groups, ideologies, beliefs and values. Development of these understandings enables students to choose to use language appropriate for audience and purpose, moving between language varieties and situations confidently.

Students explore how cultural conceptualisations are embedded in language and how power relationships are created through persuasive and rhetorical devices. This knowledge, and the ability to select and control language to suit context, provides 'empowerment'.

### **Future Pathways**

University Entrance

## Literature

Literature is the study of universal themes central to the world we live in through traditional and post-modern texts of prose, poetry and drama. Through close analysis of texts and consideration of reading theory and practices students develop core academic skills of analysis, synthesis and evaluation. The study of Literature develops close analysis skills central to tertiary study in all fields. It also develops ethical and philosophical skills to evaluate the world, events and people.

### Unit 1 Literature (A1LIT)

#### Minimum Entry Requirements

'C' grade and mark of 55% in Year 10 English Extension or 'B' grade and mark of 65% in Year 10 English Mainstream. Students must have also attained Category 3 for OLNA Reading and Writing.

#### Description

Unit 1 develops students' knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and the reader's response. This unit develops knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences. A range of literary forms is considered: prose fiction, poetry and drama. The significance of ideas and the distinctive qualities of texts are analysed through detailed textual study. Through the creation of analytical responses, students frame consistent arguments that are substantiated by relevant evidence. In the creation of imaginative texts, students explore and experiment with aspects of style and form.

#### Future Pathways

Unit 2 Literature (A2LIT)

### Unit 2 Literature (A2LIT)

#### Description

Unit 2 develops students' knowledge and understanding of intertextuality, the ways literary texts connect with each other. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, readers, audiences and contexts. The ideas, language and structure of different texts are compared and contrasted. Exploring connections between texts involves analysing their similarities and differences through an analysis of the ideas, language used and forms of texts. Students create analytical responses that are evidence-based and convincing. By experimenting with text structures and language features, students understand how their imaginative texts are informed by analytical responses.

#### Future Pathways

Units 3 and 4 Literature in Year 12 (ATLIT)

## Unit 3 Literature (ATLIT)

### Minimum Entry Requirements

'C' grade and mark of 55% in Units 1 and 2 of Literature ATAR

### Description

Unit 3 develops students' knowledge and understanding of the relationship between language, culture and identity in literary texts. Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms. Through critical analysis and evaluation, the values and attitudes represented in and through texts and their impact on the reader are examined. Throughout the unit, students create analytical responses that are characterised by a confident, engaging style and informed observation. In creating imaginative texts, students experiment with language, adapt forms and challenge conventions and ideas.

### Future Pathways

Unit 4 Literature in Year 12 (ATLIT)

## Unit 4 Literature (ATLIT)

### Description

Unit 4 develops students' appreciation of the significance of literary study through close critical analysis of literary texts drawn from a range of forms, genres and styles. Students reflect upon the creative use of language, and the structural and stylistic features that shape meaning and influence response. The unit focuses on the dynamic nature of literary interpretation and considers the insights texts offer, their use of literary conventions and aesthetic appeal. Students' analytical responses demonstrate increasing independence in interpreting texts and synthesising a range of perspectives into critical and imaginative responses. In creating imaginative texts, students experiment with literary conventions and reflect on how the created text takes into account the expectations of audiences.

### Future Pathways

University Entrance

# Health and Physical Education

Head of Learning Area: Mrs Melanie Robinson

Phone: 9350 5433 / Email: [Melanie.robinson@norbert.wa.edu.au](mailto:Melanie.robinson@norbert.wa.edu.au)

## Health Studies

In this ATAR course students explore health as a dynamic quality of life. They examine the impact of social, environmental, economic and biomedical determinants on health and their collective contribution to health disparities, as well as exploring approaches to address barriers which prevent groups from experiencing better health. Students apply inquiry skills to examine and analyse health issues, develop arguments and draw evidence-based conclusions. The course also provides students with opportunities to develop skills that will enable them to pursue careers in health promotion, research or community health care.

## Unit 1 Health Studies (A1HEA)

### Minimum Entry Requirements

'B' grade and mark of 65% in Year 10 Health Education and 'B' grade and a mark of 65% in Year 10 English Mainstream or 'C' Grade and a mark of 55% in Year 10 English Extension

### Description

The focus of this unit is the health of individuals and communities. Students learn about the significance of determinants and how these raises or lowers the health of individuals and communities. Health promotion is explored and used as a framework for designing approaches to improve health. Students examine personal and popular attitudes and beliefs and their impact on decision making, and develop self-management, interpersonal and key consumer health skills. Students extend their understandings of factors influencing health, and actions and strategies to protect and promote health, through investigation and inquiry processes.

### Future Pathways

Unit 2 Health Studies (A2HEA)

## Unit 2 Health Studies (A2HEA)

### Description

The focus of this unit is the impact of a broad range of factors influencing the health of communities. Students are introduced to the concept of community development and the importance of strengthening communities through participative means where people are at the centre of health promotion action. Key health priority areas which commonly influence the health of communities and comprehensive approaches to achieving greater equity in health are studied. Students learn about measures of health, preventive strategies and examine a range of emerging ethical issues arising from contemporary health practices. The influence of beliefs, attitudes, values and norms on health behaviour is further explored, and students continue to extend their understanding of the impact of key issues influencing the health of communities through the development and application of investigative and inquiry approaches.

### Future Pathways

Units 3 and 4 Health Studies in Year 12 (ATHEA)

## Unit 3 Health Studies (ATHEA)

### Minimum Entry Requirements

'C' grade and a mark of 55% in Units 1 and 2 of Health Studies ATAR

### Description

The focus of this unit is the health of specific populations. Within Australia and across the globe, there are groups who do not enjoy the same level of health as the general population. Students learn about factors creating these disparities and ways of improving the health and wellbeing of specific groups through priority health approaches. They examine models and social justice principles which can be applied to address health inequity, and review actions and strategies focusing on reducing inequities. The influence of attitudinal and environmental influences on the health of specific groups is explored. Students examine and interpret relationships in data which explain disparities in health through the application of critical inquiry skills.

## Unit 4 Health Studies (ATHEA)

### Description

The focus of this unit is local, regional and global challenges to health. Despite incredible improvements to health over many years, life expectancy rates within and across populations vary considerably. Students learn about the impact of social determinants on global inequities and other challenges to health, and approaches to address barriers which prevent groups from experiencing better health outcomes. Students examine international health agencies and global and local initiatives designed to improve health. Students further refine and apply investigative skills to analyse health issues, develop well-constructed arguments, and draw evidence-based conclusions.

### Future Pathways

Health industry related tertiary study and work including nursing, health sciences, medical, dentistry and counselling industries are greatly enhanced through the completion of this course.

## Physical Education Studies

Physical Education Studies contributes to the development of students' physical, social and emotional growth. In the ATAR Physical Education Studies course students learn about physiological, psychological and biomechanical principles, and apply these to analyse and improve personal and group performances in physical activities. Throughout the course, students learn through integrated written, oral and active learning experiences. The course also provides students with opportunities to develop skills that will enable them to pursue personal interests and potential in physical activity as athletes, coaches, officials, administrators and/or volunteers.

### Unit 1 Physical Education Studies (A1PES)

#### Minimum Entry Requirements

'B' grade and mark of 65% in Year 10 Physical Education, and 'B' grade and mark of 65% in Science Mainstream, or 'C' grade and a mark of 55% in Year 10 Sport Science elective or Extension Science.

#### Description

The focus of this unit is to explore anatomical and biomechanical concepts, the body's responses to physical activity and stress management processes to improve their own performance and that of others in physical activity. The course content is divided into six interrelated content areas: Developing Physical Skills and Tactics, Motor Learning and Coaching, Functional Anatomy, Biomechanics, Exercise Physiology, and Sport Psychology.

Students will prepare for assessment in both theoretical and practical sporting contexts.

#### Future Pathways

Unit 2 Physical Education Studies (A2PES)

### Unit 2 Physical Education Studies (A2PES)

#### Description

The focus of this unit is to identify the relationship between skill, strategy and the body in order to improve the effectiveness and efficiency of performance. The course content is divided into six interrelated content areas: Developing Physical Skills and Tactics, Motor Learning and Coaching, Functional Anatomy, Biomechanics, Exercise Physiology, and Sport Psychology.

Students will prepare for assessment in both theoretical and practical sporting contexts.

#### Future Pathways

Units 3 and 4 Physical Education Studies Year 12 (ATPES)

# Humanities and Social Sciences

Head of Learning Area: Mr Bronson Gherardi

Phone: 9350 5433 / Email: [bronson.gherardi@norbert.wa.edu.au](mailto:bronson.gherardi@norbert.wa.edu.au)

## Accounting and Finance

The Accounting and Finance ATAR course focuses on financial literacy and aims to provide students with the knowledge, understandings and a range of skills that enables them to make sound financial judgements. Students develop an understanding that financial decisions have far reaching consequences for individuals and business. An understanding and application of principles and practices enables students to analyse their own financial data and that of businesses and make informed decisions, forecasts of future performance, and recommendations based on that analysis.

## Unit 1 Accounting and Finance (A1ACF)

### Minimum Entry Requirements

'C' grade and mark of 60% in Year 10 Humanities Advanced or 'A' grade and mark of 75% in Year 10 Humanities Mainstream

and

A mark of 40% in Year 10 Mathematics Extension/Advanced or 'B' grade and mark of 65% in Year 10 Mathematics Mainstream

### Description

The focus for this unit is on double entry accounting for small businesses. Students apply their understanding of financial principles, systems and institutions to manage financial information and make decisions in a variety of small businesses. Students develop an understanding of the rationale for the use of particular conventions and principles and the consequences of disregarding them. Students record and process financial information using the double entry system and apply the principles of the Goods and Services Tax (GST). Students learn about the various forms of business organisations adopted by small business.

### Future Pathways

Unit 2 Accounting and Finance (A2ACF)

## Unit 2 Accounting and Finance (A2ACF)

### Description

The focus for this unit is on accrual accounting. Students apply financial systems and principles to the operations of businesses and distinguish between cash and accrual methods of accounting. Students prepare and analyse financial reports for a variety of types of business organisations and become familiar with the main aspects of electronic processing of financial data. Students learn of the role and functions of the professional accounting and financial associations.

### Future Pathways

Unit 3 and 4 Accounting and Finance in Year 12 (ATACF)

## Unit 3 Accounting and Finance (ATACF)

### Minimum Entry Requirements

'C' grade and mark of 55% in Units 1 and 2 of Accounting & Finance ATAR

### Description

The focus for this unit is on internal management for business. Students prepare and interpret budgets and performance reports in relation to forecasting a business's future. The unit distinguishes between internal and external reporting requirements. Decision-making processes using cost accounting techniques are a feature of the unit. The unit focuses on critical analysis of financial information. The unit also explores the importance of short and long term planning for business.

## Unit 4 Accounting and Finance (ATACF)

### Description

The focus for this unit is on Australian reporting entities and how they are regulated by the *Corporations Act 2001*. The *Conceptual Framework for Financial Reporting* (the *Conceptual Framework*) and the Accounting Standards are used in the preparation of the financial statements for a reporting entity. The financing options of larger entities are identified and evaluated, particularly in relation to conformity with basic principles, including profitability and stability. The unit addresses corporate social disclosure issues and ethical behaviour within corporations.

In implementing Unit 4, teachers must refer to the current practices as prescribed by the Australian Accounting Standards Board (AASB) and the *Corporations Act 2001*.

### Future Pathways

Unit 3 and 4 Accounting & Finance in Year 12 is an advantage to those interested in studying a Bachelor of Commerce or similar degree at University

Careers in Accounting & Finance: Accountant, Economist, Investment Analyst, Stockbroker, Financial Planner, Business Management, Logistics & Procurement, Project Management, Public Relations Officer, Marketing Officer, Insurance Agent, Real Estate Agent, Bank Officer, CEO – Local Government



## Economics

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 ATAR Economics 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 Economics (A1ECO)

#### Minimum Entry Requirements

'C' grade and mark of 60% in Year 10 Humanities Advanced or 'A' grade and mark of 75% in Year 10 Humanities Mainstream

#### Description

**Microeconomics:** This unit explores 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. Students examine examples of market failure along with a range of government policy options that can be applied to achieve more desirable outcomes. Students are also introduced to the language of economics and the use of theories and models to explain and interpret economic events and issues.

#### Future Pathways

Unit 2 Economics (A2ECO)

### Unit 2 Economics (A2ECO)

#### Description

**Macroeconomics:** This unit explores 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. Students 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.

#### Future Pathways

Units 3 and 4 Economics in Year 12 (ATECO)

## Unit 3 Economics (ATECO)

### Minimum Entry Requirements

'C' grade and mark of 55% in Units 1 and 2 of Economics ATAR

### Description

**Australia and the Global Economy:** This unit explores the linkages between economies and the concepts of globalisation, trade liberalisation and protection in relation to the Australian economy. Students examine Australia's trade, the recording of international transactions and the impact of these transactions on the Australian economy. Students examine the effects of changes in Australia's economic transactions with the rest of the world using recent (the last ten years) and contemporary (the last three years) economic data, together with economic models.

## Unit 4 Economics (ATECO)

### Description

**Economic Policies and Management:** This unit explores how economic policies and actions, such as fiscal policy, monetary policy and microeconomic policy operate in the pursuit of the Australian Government's economic objectives. Students examine the effects of the operation of policies in Australia using economic models along with recent (the last ten years) and contemporary (the last three years) economic data. Students apply the language, theories and tools of economics to develop a critical perspective on the role of these policies in the current Australian Government policy mix.

### Future Pathways

Unit 3 and 4 Economics in Year 12 is an advantage to those interested in studying a Bachelor of Commerce or similar degree at University

Careers in Economics: Economist, Diplomat, Investment Analyst, Stockbroker, Financial Planner, Business Management, Logistics & Procurement, Project Management, Public Relations Officer, Marketing Officer, Insurance Agent, Real Estate Agent, Bank Officer, CEO – Local Government, Accountant.

## Geography

The study of Geography draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments. It enables students to appreciate the complexity of our world and the diversity of its environments, economies and cultures and to use this knowledge to promote a more sustainable way of life and awareness of social and spatial inequalities.

### Unit 1 Geography (A1GEO)

#### Minimum Entry Requirements

'C' grade and mark of 60% in Year 10 Humanities Advanced or 'A' grade and mark of 75% in Year 10 Humanities Mainstream

#### Description

**Natural and Ecological Hazards:** Natural and ecological hazards represent potential sources of harm to human life, health, income and property, and may affect elements of the biophysical, managed and constructed elements of environments. This unit focuses on understanding how these hazards and their associated risks are perceived and managed at local, regional and global levels.

Building on their existing geographical knowledge and understandings, students explore natural hazards, including atmospheric, hydrological and geomorphic hazards, for example, storms, cyclones, tornadoes, frosts, droughts, bushfires, flooding, earthquakes, volcanoes and landslides. They will also explore ecological hazards, for example, environmental diseases/pandemics (toxin-based respiratory ailments, infectious diseases, animal-transmitted diseases and water-borne diseases) and plant and animal invasions.

Students develop an understanding about using and applying geographical inquiry tools, such as spatial technologies, and skills, to model, assess and forecast risk, and to investigate the risks associated with natural and ecological hazards. Students will participate in fieldwork visiting the Hills Forest Discovery Centre in Mundaring to see the impact of wildfire on the forest biome and the steps taken to manage it.

#### Future Pathways

Unit 2 Geography (A2GEO)

### Unit 2 Geography (A2GEO)

#### Description

**Global Networks and Interconnections:** This unit focuses on the process of globalisation and is based on the reality that we live in an increasingly interconnected world. Ours is a world in which advances in transport and telecommunications technologies have not only transformed global patterns of production and consumption but also facilitated the diffusion of ideas and elements of cultures. The unit explains how these advances in transport and communication technology have lessened the friction of distance and led to a 'shrinking of time and space' meaning that many cultural groups that may have been isolated in the early twentieth century are now linked across an interconnected world.

Students have the opportunity to explore the ideas developed in the unit through an investigation of the changes taking place in the spatial distribution of the production and consumption of a selected commodity, good or service and the study of an example of cultural diffusion, adoption and adaptation. They also investigate the ways people embrace, adapt to, or resist the forces of international integration. Students develop an understanding about using and applying geographical inquiry methods, tools (such as spatial technologies), and skills to investigate the transformations taking place throughout the world.

#### Future Pathways

Unit 3 and Unit 4 Geography in Year 12 (ATGEO)

## Unit 3 Geography (ATGEO)

### Minimum Entry Requirements

'C' grade and mark of 55% in Units 1 and 2 of Geography ATAR

### Description

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

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

In undertaking these depth studies, students develop an understanding of the use and application of geographical inquiry, tools such as spatial technologies, fieldwork and other skills, to investigate human–environment systems.

## Unit 4 Geography (ATGEO)

### Description

**Planning Sustainable Places:** Challenges exist in designing urban places to render them more productive, vibrant and sustainable. How people respond to these challenges, individually and collectively, will influence the sustainability and liveability of places into the future. Urban planning involves a range of stakeholders and students will examine how governments, planners, communities and interest groups attempt to address these challenges in order to ensure that places are sustainable. The present and future needs of society are addressed by the allocation and reallocation of land uses, improving infrastructure and transport systems and enhancing amenities to meet the needs of the population as perceived by the different perspectives of the various stakeholders.

The unit begins with a global scale overview of the process of urbanisation and its consequences. Urbanisation not only affects the rate of world population growth, it has created a range of challenges for urban and rural places. The interconnected challenges faced in places, and other matters related to liveability, are a focus of this unit. Two depth studies provide for a more focused and detailed way of teaching and learning. The first study focuses on challenges in metropolitan Perth or a regional urban centre in Western Australia. The second study focuses on challenges faced in a megacity.

In undertaking these depth studies, students will use and apply geographical tools, such as spatial technologies and skills, to investigate the sustainability of places.

### Future Pathways

Studying Geography ATAR in Year 12 is an advantage to those interested in studying Town Planning, Surveying, Environmental Sciences, Mining, Engineering or similar degrees at University.

## Modern History

Studying the ATAR Modern History course enables students to become **critical thinkers** and helps shaping their **judgements** and **actions** in a rapidly changing world. Studying Modern History in Senior School is not just about knowing the events that took place - it is also a place to look for the choices people faced; the trade-offs they made; the characters they built; the risks they took. The study of Modern History will help students become adults who are aware of their duties and opportunities in our global society.

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 Modern History (A1HIM)

#### Minimum Entry Requirements

'C' grade and mark of 60% in Year 10 Humanities Advanced or 'A' grade and mark of 75% in Year 10 Humanities Mainstream

#### Description

**The Age of Imperialism (1848-1914):** This unit examines developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. Students examine one development or turning point that has helped to define the modern world. 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. Through their studies, students explore the nature of the sources for the study of modern history and build their skills in historical method through inquiry.

Key conceptual understandings are: 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. By learning of the Age of Imperialism, students build an understanding of the origins of political and diplomatic tensions of the Twentieth century, studied in Semester Two and beyond.

#### Future Pathways

Unit 2 Modern History (A2HIM)

## Unit 2 Modern History (A2HIM)

### Description

**Nazism in Germany (1919-1945):** This unit examines developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. Students examine one development or turning point that has helped to define the modern world. 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. Through their studies, students explore the nature of the sources for the study of modern history and build their skills in historical method through inquiry.

Key conceptual understandings are: 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.

### Future Pathways

Units 3 and 4 Modern History in Year 12 (ATHIM)

## Unit 3 Modern History (ATHIM)

### Minimum Entry Requirements

'C' grade and mark of 55% in Units 1 and 2 of Modern History ATAR

### Description

**Russia and the Soviet Union 1914-1945:** This unit examines the characteristics of modern nations in the 20th century; the crises that confronted nations, their responses to these crises and the different paths nations have taken to fulfil their goals. Students study the characteristics of one nation. Students investigate crises that challenged the stability of government, the path of development that was taken and the social, economic and political order that was either established or maintained. Students examine the ways in which the nation dealt with internal divisions and external threats. They emerge with a deeper understanding of the character of a modern nation.

Key conceptual understandings are: the reliability and usefulness of evidence; cause and effect; continuity and change; significance; empathy; contestability; and changing representations and interpretations.

## Unit 4 Modern History (ATHIM)

### Description

**The Modern World since 1945:** This unit examines some significant and distinctive features of the modern world within the period 1945–2001 in order to build students' understanding of the contemporary world – that is, why we are here at this point in time. These include changes to the nature of the world order: shifting international tensions, alliances and power blocs; the emergence of Asia as a significant international political and economic force, and the nature of engagement by and with Australia; the nature of various conflicts and regional and international attempts to create peace and security. Students study **one** of these features. As part of their study, they should follow and make relevant connections with contemporary events. The key conceptual understandings covered in this unit are: causation; continuity and change; historical significance and changing perspectives and interpretations of the past; and contestability.

### Future Pathways

Studying Units 3 and 4 Modern History in Year 12 is an advantage to those interested in studying a Bachelor of Law, International Relations, Bachelor of Arts or similar degree at University. Modern History is also useful to those students who are interested in scientific subjects, as it provides inquiry skills, interpretation of facts and critical thinking. This subject also helps students to become informed citizens and to understand the meaning and reasons of current affairs.

# Languages

Head of Learning Area: **Mrs Corrina Markich**

Phone: 9350 5433 / Email: [Corrina.Markich@norbert.wa.edu.au](mailto:Corrina.Markich@norbert.wa.edu.au)

## Italian

The Italian: Second Language ATAR course is designed to further develop students' knowledge and understanding of the culture and language of Italian-speaking communities, providing them with opportunities to gain a broader and deeper understanding of Italian and extend and refine their communication skills. The course focuses on the interrelationship of language and culture, and equips students with the skills needed to function in an increasingly globalized society, a culturally and linguistically diverse local community, and provides them with the foundation for life-long language learning. Relevant and engaging tasks, delivered through a range of appropriate contexts and topics, develop literacy in the Italian language as well as extend literacy development in English.

### The Languages Bonus

Major universities including The University of Western Australia, Curtin University, Edith Cowan University and Murdoch University employ a **bonus points** scheme for Year 12 students who successfully complete language study in senior school. Students receive a **10 per cent ATAR bonus** for students studying Languages in Year 12 regardless of the degree course for which they apply.

## Unit 1 Italian: Second Language ATAR (A1ISL)

### Minimum Entry Requirements

'B' grade and mark of 65% in Year 10 Italian.

### Description

This unit focuses on Rapporti (Relationships). Through the three topics: Rapporti in famiglia, tra gli amici e a scuola (Family, friend and school relationships), Le tradizioni, gli spettacoli e le feste (Traditions, events and celebrations), and Comunicare nel mondo moderno (Communicating in a modern world), students further develop their communication skills in Italian and gain a broader insight into the language and culture.

## Unit 2 Italian: Second Language ATAR (A2ISL)

### Description

This unit focuses on Andiamo! (Travel – let's go!). Through the four topics: Le vacanze - racconti e progetti (My holiday tales and plans), Destinazione Italia (Destination Italy), Destinazione Australia (Destination Australia), and Viaggiare oggi (Travel in a modern world), students extend their communication skills in Italian and gain a broader insight into the language and culture

### Future Pathways

Units 3 and 4 Italian: Second Language in Year 12 (ATISL)



## Japanese

**Mrs Keiko Gray**

Phone: 9350 5433 / Email: kgray@norbert.wa.edu.au

Through studying Japanese students gain an understanding of both the Japanese and Australian cultures and ways of life. Students will build language skills to be able to communicate effectively travelling in Japan and speaking to tourists in Australia, and to communicate effectively in Japan. Through the study of another culture students will assess and evaluate life in Australia. Speaking a second language lends itself to many future careers especially in the travel, trade and diplomacy fields.

### The Languages Bonus

Major universities including The University of Western Australia, Curtin University, Edith Cowan University and Murdoch University employ a **bonus points** scheme for Year 12 students who successfully complete language study in senior school. Students receive a **10 per cent ATAR bonus** for students studying Languages in Year 12 regardless of the degree course for which they apply.

## Unit 3 Japanese: Second Language (ATJSL)

### Minimum Entry Requirements

'C' grade and a mark of 55% in Units 1 and 2 of Japanese Second Language or the recommendation of the teacher of Japanese Second Language

### Description

The focus for this unit is わかい<sup>りょこうしゃ</sup>旅行者 (Young travellers). Authentic travel options are investigated: bookings, accommodation, transport, major sites, travel preparations as well as travel complications and surprises.

### Learning topics

Unit 3 is organised around three learning contexts and a set of two topics. The placement of a topic under a particular learning context is intended to provide a specific perspective for the teaching and assessment of the topic:

- Travel
- Part-time jobs and saving money

## Unit 4 Japanese: Second Language (ATJSL)

### Description

This unit builds on the content covered in Unit 3.

### Learning contexts

Unit 4 is organised around three learning contexts and a set of three topics. The placement of a topic under a particular learning context is intended to provide a specific perspective for the teaching and assessment of the topic:

- This year and beyond
- Youth events and pathways
- Future plan.

### Future Pathways

Completion of ATJSL leads directly into further studies of Japanese languages at University or a State Training Provider with entrance at an intermediate level. Students reflect on significant events of their final school year: school ball, graduation, driving licence and their plans beyond school. They compare these events with plans that young people have in Japan. Finally, students explore career pathways in a technological world, and the place of Japanese in their futures. Speaking a foreign language also lends itself to many future career opportunities especially in the travel, trade and diplomacy fields.

# Mathematics

Head of Learning Area: Mrs Colette Miranda

Phone: 9350 5433 / Email: [cmiranda@norbert.wa.edu.au](mailto:cmiranda@norbert.wa.edu.au)

Mathematics Applications ATAR and Mathematics Methods ATAR is an acceptable combination in the calculation of an ATAR. A student can choose to study **both** Mathematics Applications and Mathematics Methods and have both count towards their final ATAR.

## Mathematics Applications

Mathematics Application is designed for those students who want to extend their Mathematical skills beyond year 10, but their future studies do not require the knowledge of Calculus. This subject is mostly opted by a student who has wide range of educational opportunities to continue their studies at University or TAFE.

### Unit 1 Mathematics Applications (A1MAA)

#### Minimum Entry Requirements

A mark of 40% in Year 10 Mathematics Extension or 'B' grade and a mark of 65% in Year 10 Mathematics Advanced.

#### Description

Unit 1 of the ATAR Mathematics Applications course contains the following three topics:

- Consumer arithmetic
- Algebra and matrices
- Shape and measurement

'*Consumer arithmetic*' reviews the concepts of rate and percentage change in the context of earning and managing money and provides a context for the use of spread sheets.

'*Algebra and matrices*' continues the Year 7–10 study of algebra and introduces the new topic of matrices. The emphasis of this topic is the symbolic representation and manipulation of information from real - life contexts using algebra and matrices.

'*Shape and measurement*' extends the knowledge and skills students developed in the Year 7–10 curriculum with the concept of similarity and associated calculations involving simple and compound geometric shapes. The emphasis in this topic is on applying these skills in a range of practical contexts, including those involving three - dimensional shapes.

#### Future Pathways

Unit 2 Mathematics Applications (A2MAA)

## Unit 2 Mathematics Applications (A2MAA)

### Description

Unit 2 of the ATAR Mathematics Applications course contains the following three topics:

- Univariate data analysis and the statistical investigation process
- Applications of trigonometry
- Linear equations and their graphs.

*'Univariate data analysis and the statistical investigation process'* develop students' ability to organise and summarise univariate data in the context of conducting a statistical investigation.

*'Applications of trigonometry'* extends students' knowledge of trigonometry to solve practical problems involving non-right - angled triangles in both two and three dimensions, including problems involving the use of angles of elevation and depression and bearings in navigation.

*'Linear equations and their graphs'* uses linear equations and straight line graphs, as well as linear piece wise and step graphs, to model and analyse practical situations.

### Future Pathways

Students may continue with Units 3 and 4 Mathematics Applications in Year 12 (ATMAA)

## Unit 3 Mathematics Applications (ATMAA)

### Minimum Entry Requirements

'C' Grade and an average mark of 55% in Units 1 and 2 of Mathematics Applications ATAR

### Description

Unit 3 of the ATAR Mathematics Applications course contains the following three topics:

- Bivariate data analysis
- Growth and decay in sequences
- Graphs and networks

*'Bivariate data analysis'* introduces students to some methods for identifying, analysing and describing associations between pairs of variables, including using the least-squares method as a tool for modelling and analysing linear associations. The content is to be taught within the framework of the statistical investigation process.

*'Growth and decay in sequences'* employs recursion to generate sequences that can be used to model and investigate patterns of growth and decay in discrete situations. These sequences find application in a wide range of practical situations, including modelling the growth of a compound interest investment, the growth of a bacterial population, or the decrease in the value of a car over time. Sequences are also essential to understanding the patterns of growth and decay in loans and investments that are studied in detail in Unit 4.

*'Graphs and networks'* introduces students to the language of graphs and the way in which graphs, represented as a collection of points and interconnecting lines, can be used to analyse everyday situations, such as a rail or social network.

## Unit 4 Mathematics Applications (ATMAA)

### Description

Unit 4 of the ATAR Mathematics Applications course contains the following three topics:

- Time Series analysis
- Loans, investments and annuities
- Networks and decision mathematics

*'Time series analysis'* continues students' study of statistics by introducing them to the concepts and techniques of time series analysis. The content is to be taught within the framework of the statistical investigation process.

*'Loans, investments and annuities'* aims to provide students with sufficient knowledge of financial mathematics to solve practical problems associated with taking out or refinancing a mortgage and making investments.

*'Networks and decision mathematics'* uses networks to model and aid decision making in practical situations.

### Future Pathways

This pathway is suitable for students who plan to go to university but for whom further Mathematics is not essential.

## Mathematics Methods

This course aims to develop students in the field of Mathematical and statistical reasoning. Students will be able to solve applied problems using concepts from Algebra, Functions, Calculus and Statistics. Mathematics Methods attracts a **10% bonus** on the scaled score used in the ATAR calculation.

### Unit 1 Mathematics Methods (A1MAM)

#### Minimum Entry Requirements

'C' grade and a mark of 65% in Year 10 Mathematics Extension

#### Description

Unit 1 of the ATAR Mathematics Methods course contains the following three topics:

- Functions and graphs
- Trigonometric functions
- Counting and probability.

Unit 1 begins with a review of the basic algebraic concepts and techniques required for a successful introduction to the study of functions and calculus. Simple relationships between variable quantities are reviewed, and these are used to introduce the key concepts of a function and its graph. The study of probability and statistics begins in this unit with a review of the fundamentals of probability, and the introduction of the concepts of conditional probability and independence. The study of the trigonometric functions begins with a consideration of the unit circle using degrees and the trigonometry of triangles and its application. Radian measure is introduced, and the graphs of the trigonometric functions are examined and their applications in a wide range of settings are explored.

#### Future Pathways

This unit will be studied sequentially with Unit 2 Mathematics Methods (A2MAM)

### Unit 2 Mathematics Methods (A2MAM)

#### Description

Unit 2 of the ATAR Mathematics Methods course contains the following three topics:

- Exponential functions
- Arithmetic and geometric sequences and series
- Introduction to differential calculus.

In Unit 2, exponential functions are introduced and their properties and graphs examined. Arithmetic and geometric sequences and their applications are introduced and their recursive definitions applied. Rates and average rates of change are introduced and this is followed by the key concept of the derivative as an 'instantaneous rate of change'. These concepts are reinforced numerically (by calculating difference quotients), geometrically (as slopes of chords and tangents), and algebraically. This first calculus topic concludes with derivatives of polynomial functions, using simple applications of the derivative to sketch curves, calculate slopes and equations of tangents, determine instantaneous velocities, and solve optimisation problems.

#### Future Pathways

Students may continue with Units 3 and 4 Mathematics Methods in Year 12 (ATMAM)

## Unit 3 Mathematics Methods (ATMAM)

### Minimum Entry Requirements

'C' Grade and an average mark of 55% in Units 1 and 2 of Mathematics Methods ATAR

### Description

Unit 3 of the ATAR Mathematics Methods course contains the following three topics:

- Further differentiation and applications
- Integrals
- Discrete random variables

The study of calculus continues by introducing the derivatives of exponential and trigonometric functions and their applications, as well as some basic differentiation techniques and the concept of a second derivative, its meaning and applications. The aim is to demonstrate to students the beauty and power of calculus and the breadth of its applications. The unit includes integration, both as a process that reverses differentiation and as a way of calculating areas. The fundamental theorem of calculus as a link between differentiation and integration is emphasised. Discrete random variables are introduced, together with their uses in modelling random processes involving chance and variation. The purpose here is to develop a framework for statistical inference.

## Unit 4 Mathematics Methods (ATMAM)

### Description

Unit 4 of the ATAR Mathematics Methods course contains the following three topics:

- The logarithmic function
- Continuous random variables and the normal distribution
- Interval estimates for proportions

The logarithmic function and its derivative are studied. Continuous random variables are introduced and their applications examined. Probabilities associated with continuous distributions are calculated using definite integrals. In this unit, students are introduced to one of the most important parts of statistics, namely statistical inference, where the goal is to estimate an unknown parameter associated with a population using a sample of that population. In this unit, inference is restricted to estimating proportions in two-outcome populations. Students will already be familiar with many examples of these types of populations.

### Future Pathways

This pathway is recommended for students who plan to study at university where further Mathematics is required. Examples would include degrees in Science, Mathematics, Statistics, Medicine or Engineering.

## Mathematics Specialist

Mathematics Specialist is an ATAR course which offers the opportunity for students to deepen their Mathematical knowledge, skills and understanding by studying calculus, functions, problem solving, mathematical argument and proofs. In this subject student experiences a progression of content, application, and level of complexity.

Mathematics Specialist attracts a **10% bonus** on the scaled score used in the ATAR calculation.

### Unit 1 Mathematics Specialist (A1MAS)

#### Minimum Entry Requirements

'A' Grade and a mark of 75% in Year 10 Mathematics Extension. This unit must be studied in conjunction with Mathematics Methods.

#### Description

Unit 1 of the ATAR Mathematics Specialist course contains the following three topics:

- Combinatorics
- Vectors in the plane
- Geometry

All three complement the content of the ATAR Mathematical Methods course. The proficiency strand, Reasoning, of the Year 7–10 curriculum is continued explicitly in Geometry through a discussion of developing mathematical arguments. While these ideas are illustrated through deductive Euclidean geometry in this topic, they recur throughout all topics in the Mathematics Specialist ATAR course. Geometry also provides the opportunity to summarise and extend students' studies in Euclidean Geometry. An understanding of this topic is of great benefit in the study of later topics in the course, including vectors and complex numbers. Vectors in the plane provide new perspectives for working with two-dimensional space and serves as an introduction to techniques that will be extended to three-dimensional space in Unit 3. Combinatorics provides techniques that are useful in many areas of mathematics, including probability and algebra. All topics develop students' ability to construct mathematical arguments. The three topics considerably broaden students' mathematical experience and therefore begin an awakening to the breadth and utility of the course. They also enable students to increase their mathematical flexibility and versatility. Access to technology to support the computational aspects of these topics is assumed.

#### Future Pathways

This unit will be studied sequentially with Unit 2 Mathematics Specialist (A2MAS)

### Unit 2 Mathematics Specialist (A2MAS)

#### Minimum Entry Requirements

This unit must be studied in conjunction with Units 1 and 2 Mathematics Methods

#### Description

Unit 2 of the ATAR Mathematics Specialist course contains the following three topics:

- Trigonometry
- Matrices
- Real and complex numbers

In Unit 2, Matrices provide new perspectives for working with two-dimensional space and Real and complex numbers provides a continuation of the study of numbers. The topic Trigonometry contains techniques that are



used in other topics in both this unit and Units 3 and 4. All topics develop students' ability to construct mathematical arguments. The technique of proof by the principle of mathematical induction is introduced in this unit.

### **Future Pathways**

Students may continue with Units 3 and 4 Mathematics Specialist in Year 12 (ATMAS)

## **Unit 3 Mathematics Specialist (ATMAS)**

### **Minimum Entry Requirements**

'C' Grade and an average mark of 55% in Units 1 and 2 of Mathematics Specialist ATAR. This unit must be studied in conjunction with Units 3 and 4 Mathematics Methods ATAR.

### **Description**

Unit 3 of the ATAR Mathematics Specialist course contains the following three topics:

- Complex numbers
- Functions and sketching graphs.
- Vectors in three dimensions

The study of vectors was introduced in Unit 1 with a focus on vectors in two-dimensional space. In this unit, three-dimensional vectors are studied, and vector equations and vector calculus are introduced, with the latter extending students' knowledge of calculus from the ATAR Mathematics Methods course. Cartesian and vector equations, together with equations of planes, enable students to solve geometric problems and to solve problems involving motion in three-dimensional space. The Cartesian form of complex numbers was introduced in Unit 2, and the study of complex numbers is now extended to the polar form.

The study of functions and techniques of graph sketching, begun in the ATAR Mathematics Methods course, is extended and applied in sketching graphs and solving problems involving integration. Access to technology to support the computational aspects of these topics is assumed.

## **Unit 4 Mathematics Specialist (ATMAS)**

### **Description**

Unit 4 of the ATAR Mathematics Specialist course contains the following three topics:

- Integration and applications of integration
- Rates of change and differential equations
- Statistical inference

In Unit 4, the study of differentiation and integration of functions continues, and the calculus techniques developed in this, and previous topics are applied to simple differential equations, in biology and kinematics. These topics demonstrate the real-world applications of mathematics learned throughout the ATAR Mathematics Specialist course.

In this unit, all of the students' previous experience working with probability and statistics is drawn together in the study of statistical inference for the distribution of sample means and confidence intervals for sample means. Access to technology to support the computational aspects of these topics is assumed.

### **Future Pathways**

This pathway is recommended for students who plan to study at university where Mathematics is a significant component of the course. Examples would include degrees in Medicine, Pure Mathematics, Engineering or Actuarial studies.

# Science

**Head of Learning Area: Mrs Donna Bunyan**

Phone: 9350 5433 / Email: donna.bunyan@norbert.wa.edu.au

## Chemistry

Chemistry is often called the 'central science' as it is the intersection in scientific knowledge of physics, biology, geology, engineering, astronomy, and psychology. It is the science studied at the molecular level, including the synthesis and analysis of molecules and materials, and their properties. Modern day chemistry is the core of leading research in medicine, IT, nanomaterials, and environmental sciences; making chemistry increasingly applicable in our daily lives.

Chemistry by its very nature is hands on and has a large focus on applying theoretical knowledge by building practical laboratory skills. Studying chemistry teaches applied problem-solving, teamwork and critical analysis skills that are in high demand by employers across all sectors including health services, engineering and research.

## Unit 1 Chemistry (A1CHE)

### Minimum Entry Requirements

'B' Grade and mark of 70% in Year 10 Science Advanced or 'A' Grade and mark of 85% in Year 10 Science General

### Description

**Chemical fundamentals: structure, properties and reactions** – In this unit, students use models of atomic structure and bonding to explain the macroscopic properties of materials. Students 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.

### Future Pathways

Unit 2 Chemistry (A2CHE)

## Unit 2 Chemistry (A2CHE)

### Description

**Molecular interactions and reactions** – In this unit, students 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. Students investigate the unique properties of water and the properties of acids and bases, and use chemical equations to calculate the concentrations and volumes of solutions involved in chemical reactions.

### Future Pathways

Units 3 and 4 Chemistry in Year 12 (ATCHE)

## Unit 3 Chemistry (ATCHE)

### Minimum Entry Requirements

'C' grade and a mark of 55% in Units 1 and 2 of Chemistry ATAR

### Description

**Equilibrium, acids and bases, and redox reactions** – In this unit, students investigate the concept of reversibility of reactions and the dynamic nature of equilibrium in chemical systems; contemporary models of acid-base behaviour that explain their properties and uses; and the principles of oxidation and reduction reactions, including the generation of electricity from electrochemical cells.

## Unit 4 Chemistry (ATCHE)

### Description

**Organic chemistry and chemical synthesis** - In this unit, students develop their understanding of the relationship between the structure, properties and chemical reactions of different organic functional groups. Students also investigate the process of chemical synthesis to form useful substances and products and the need to consider a range of factors in the design of these processes.

### Future Pathways

Examples of career pathways for chemistry include agricultural scientist, biochemist, chemical engineer, chemist, pharmacist, environmental scientist, forensic scientist, geochemist, toxicologist and veterinary scientist.

## Human Biology

Discover how your body works, why it works that way, the origin of human variation and how we are related to one another. You will gain an understanding of human physiology from microscopic cell and tissue processes to biosocial interactions.

Practical tasks are an integral part of this subject and help develop your research and laboratory skills. You will also work towards making informed decisions about lifestyle and health topics such as diet, current medical technologies and use of chemical substances.

Your strong understanding of human structure and function is valued in a diverse range of fields from health care to research.

### Unit 1 Human Biology (A1HBY)

#### Minimum Entry Requirements

'C' Grade and mark of 65% in Year 10 Science Advanced or 'A' Grade and mark of 80% in Year 10 Science General

#### Description

**The functioning human body** - In this unit, students analyse how the structure and function of body systems, and the interrelationships between systems, support metabolism and body functioning.

#### Future Pathways

Unit 2 Human Biology (A2HBY)

### Unit 2 Human Biology (A2HBY)

#### Description

**Reproduction and inheritance**- In this unit, students study the reproductive systems of males and females, the mechanisms of transmission of genetic material from generation to generation, and the effects of the environment on gene expression.

#### Future Pathways

Units 3 and 4 Human Biology in Year 12 (ATHBY)

## Unit 3 Human Biology (ATHBY)

### Minimum Entry Requirements

'C' Grade and a mark of 55% in Units 1 and 2 of Human Biology ATAR

### Description

**Homeostasis and disease** - This unit explores the nervous and endocrine systems and the mechanisms that help maintain the systems of the body to function within normal range, and the body's immune responses to invading pathogens.

## Unit 4 Human Biology (ATHBY)

### Description

**Human variation and evolution** - This unit explores the variations in humans, their changing environment and evolutionary trends in hominids.

### Future Pathways

Examples of career pathways include; nursing, physiotherapist, chiropractor, speech pathologist, paramedic, medical research and sport scientist.

## Physics

Physics explores the world around us to the limits of currently known scales, from matter at its most fundamental level, to the origin and future of the Universe. Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena during investigations.

The knowledge gained through the study of Physics has provided the basis of many technologies around us including lasers, radars, and electron microscopes.

As a Physics graduate, your strong problem-solving and critical thinking abilities will be in demand in fields such as engineering, medicine and research.

### Unit 1 Physics (A1PHY)

#### Minimum Entry Requirements

'B' Grade and mark of 70% in Year 10 Science Advanced or 'A' Grade and mark of 85% in Year 10 Science General. Students studying Physics are also required to study Mathematics Methods.

#### Description

**Thermal, nuclear and electrical physics-** Students investigate energy production by considering heating processes, radioactivity and nuclear reactions, and investigate energy transfer and transformation in electrical circuits.

#### Future Pathways

Unit 2 Physics (A2PHY)

### Unit 2 Physics (A2PHY)

#### Description

**Linear motion and waves-** Students describe, explain and predict linear motion, and investigate the application of wave models to sound phenomena.

#### Future Pathways

Units 3 and 4 Physics in Year 12 (ATPHY)

## Unit 3 Physics (ATPHY)

### Minimum Entry Requirements

'C' grade and a mark 55% in Units 1 and 2 of Physics ATAR. Students studying Physics are also required to study Mathematics Methods

### Description

**Gravity and electromagnetism-** Students investigate models of motion in gravitational, electric and magnetic fields to explain how forces act at a distance.

## Unit 4 Physics (ATPHY)

### Description

**Revolutions in modern physics-** Students use the theory of electromagnetism to explain the production and propagation of electromagnetic waves and investigate how shortcomings in existing theories led to the development of the quantum theory of light and matter, the Special Theory of Relativity, and the Standard Model of particle physics.

### Future Pathways

Examples of career pathways include; meteorologist, astronomer, mechanical engineer, electrical engineer, research scientist in government or industry and geophysicist.

## Psychology

Psychology is the study of human thoughts and behaviours, the processes underlying these, and their relationship to brain function. You will learn about major psychological models and theories as well as the methods used to conduct scientific investigations.

Students apply research methods and ethical principles to examine phenomena such as memory, attention, attitudes, personality and group behaviour. The critical thinking skills gained by Psychology students can be applied further in study, everyday life as well as a wide range of employment including business, education, health, sport and more.

### Unit 1 Psychology (A1PSY)

#### Minimum Entry Requirements

'C' Grade and mark of 60% in Year 10 Science Advanced or 'A' Grade and mark of 75% in Year 10 Science General

#### Description

This unit focuses on a number of concepts that enable students to gain an understanding of how and why people behave the way they do. Students learn about the human brain and explore the impact of external factors on behaviour, such as physical activity and psychoactive drugs. Cognitive processes, such as sensation and perception, and selective and divided attention are investigated. Students examine different types of relationships and the role of verbal and non-verbal communication in initiating, maintaining and regulating these. Students are introduced to ethics in psychological research and carry out investigations.

#### Future Pathways

Unit 2 Psychology (A2PSY)

### Unit 2 Psychology (A2PSY)

#### Description

This unit focuses on developmental psychology. Students analyse twin and adoption studies to gain insight into the nature/nurture debate and look at the role of play in assisting development. Students explore what is meant by the term personality and examine historical perspectives used to explain personality. They also explore behaviour and causes of prejudice. Psychological research methods studied in Unit 1 are further developed.

#### Future Pathways

Units 3 and 4 Psychology in Year 12 (ATPSY)



## Unit 3 Psychology (ATPSY)

### Minimum Entry Requirements

'C' grade and a mark of 55% in Units 1 and 2 of Psychology ATAR

### Description

This unit focuses on the functions of the lobes of the cerebral cortex and examines how messages are transmitted from the brain to the body. It explores how behaviour is influenced by learning and other factors, and the impact of others on individual behaviour. Students examine socialisation processes observed within families and how social background and gender can shape communication styles. Students expand on their knowledge of ethics in psychological research as they engage in detailed investigations.

## Unit 4 Psychology (ATPSY)

### Description

This unit focuses on developmental and contemporary personality theories, and behaviours observed when individuals are examined in the social context. Students analyse the causes of conformity and obedience and gain an understanding of the factors that shape a sense of community. Students continue to develop their understanding and application of psychological research methods.

### Future Pathways

Examples of career pathways include; forensic psychologist, clinical psychologist, educational psychologist, sports psychologist, human resources, social worker and counselor.

# Technologies

**Head of Learning Area: Mrs Samantha Mark**

Phone: 9350 5433 / Email: [sam.mark@norbert.wa.edu.au](mailto:sam.mark@norbert.wa.edu.au)

## Computer Science

**Mr Greg Hulshoff**

Phone: 9350 5433 / Email:

Dive headfirst into the geeky world of computing, where you'll unravel the secrets, solve mind-boggling problems, and become the ultimate digital superhero!

In this course, you'll explore the fundamental principles, concepts, and skills that make computing tick. Get ready to diagnose and squash bugs like a coding pro. We'll tackle everything from analyzing and creating computer systems to developing software and managing data. Plus, we'll dive into the moral and ethical considerations of the tech world. No cape required, but a moral compass is highly recommended!

This course equips you with practical and technical skills that are so valuable. In a tech-driven world, these skills are your digital superpowers. They open doors to emerging job opportunities and help you navigate daily life in our tech-savvy society.

So, buckle up, put on your coding socks (yes, they exist), and get ready to unleash your inner tech guru. ATAR Computer Science is your ticket to understanding the building blocks of our digital universe. Who knows, you might even develop the next big thing that changes the world!

## Unit 1 Computer Science (A1CSC)

### Minimum Entry Requirements

'B' grade and a mark of 65% in English Mainstream and 'C' grade and a mark of 60% in most recent Year 9 or 10 Computer Science or Game Design & Creation course (Year 9 or Year 10)

### Description

In this unit we dive into the world of computer-based systems, spreadsheets, and databases. We'll explore how these systems work together in real industries. Get ready to level up your skills, build awesome systems, and witness how these concepts are used in the industry. Unleash your creativity and become the tech heroes of tomorrow!

### Future Pathways

Unit 2 Computer Science (A2CSC)



## Unit 2 Computer Science (A2CSC)

### Description

In this unit, we'll crack open the treasure chest of networking concepts as they apply to real-life industries. Think of it as unravelling the mysteries of the digital universe. We'll explore how devices connect and communicate with each other. We're diving even deeper into the magical world of algorithms. Get ready to unleash your programming skills and become coding masters. We'll create solutions that will blow your mind, while also exploring the ethical, legal, and societal implications that come with industry-based applications. It's like balancing on a tightrope of responsibility and innovation!

Are you ready to take on the thrill of developing computer-based systems and conquering the realm of communication? Join the adventure, my friends, and let's make the digital universe our playground!

### Future Pathway

Unit 3 and 4 Computer Science in Year 12 (ATCSC)

## Unit 3 Computer Science (ATCSC)

### Minimum Entry Requirements

'C' grade and a mark of 55% in Units 1 and 2 of Computer Science ATAR, or approval from the Head of Learning Area.

### Description

In this unit, we'll dive into design concepts and cool tools used to create relational databases. We'll also explore the complex interactions between users, developers, laws, ethics, and society. It's like navigating a virtual maze with ethical dilemmas at every turn. Get ready to unleash your inner data wizards and conquer the digital realm. Join in this exciting adventure where technology and society come together. Let's build a future where databases rule and innovation thrives!

## Unit 4 Computer Science (ATCSC)

### Description

Get ready to level up your software skills in this unit. We're diving headfirst into the exciting world of creating software, where we'll use epic algorithms and structured programming to solve all kinds of problems. We'll also explore the fascinating world of attitudes and values that shape the creation and use of computer-based systems. We'll uncover the secrets of networks and communication systems, including security and protocols. Get ready to unleash your creativity, master the software development cycle, and understand the impact of computer-based systems on society. Together, we'll create a tech-powered future where innovation and security go hand in hand. Let's conquer the digital frontier, one line of code at a time!

### Future Pathway

Various courses at Universities and Service Training Providers that include; Bachelor of Science Majoring in: Computer Science, Software Engineering, Computer Security or Computer Programming; Applications Developer, Game Developer, Software Engineer, Software Designer, Systems Analyst and Computer Support Officer.

# The Arts

## Head of Learning Area: (Ms Karen Cassidy)

Phone: 9350 5433 / Email: [karen.cassidy@norbert.wa.edu.au](mailto:karen.cassidy@norbert.wa.edu.au)

## Dance

### Mrs Kathryn Crocker

Phone: 9350 5433 / Email: [Katherine.Crocker@norbert.wa.edu.au](mailto:Katherine.Crocker@norbert.wa.edu.au)

The Dance ATAR course aims to develop and present ideas through a variety of genres, styles and forms, allowing students to gain a thorough understanding of the technical, design and expressive skills required in Dance. The course provides a unique way in which to express our cultural view and understanding of the world. Through critical decision making in individual and group work, movement is manipulated and refined to reflect the choreographer's intent. Students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices, and draw on their own physicality and the interpretation of existing work of others to create dance works.

Through participation in the Dance ATAR course, students develop transferable skills essential to their future. These include communication skills, collaborative teamwork skills, negotiation and conflict resolution skills, problem-solving skills, as well as the ability to organise, analyse and evaluate. Students gain experience in the audition process and develop personal confidence that equip them to potentially teach or perform in community or professional dance schools. Participation may lead to opportunities for future study (university, TAFE or certificate) in dance or related arts fields.

## Unit 1 Dance (A1DAN)

### Minimum Entry Requirements

C' grade minimum of 60% in English Mainstream and 'C' grade minimum of 60% in Year 10 Dance or membership of the Senior Dance Team

### Description

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

Within the broad focus of popular culture, teachers select learning contexts that relate to the interests of their students and build upon the understandings that they have already acquired. The exploration of dance in popular culture leads to a wider understanding of the diverse contexts and functions of dance in our society. Students understand and value the way dance is subject to different interpretations, and appreciate that informed responses should take into account the varying contexts within which dance works are created.

### Future Pathway

Unit 2 Dance ATAR (A2DAN)

## Unit 2 Dance (A2DAN)

### Description

This unit focuses on the diverse range of functions and contexts of dance in Australia. Students analyse critically their own cultural beliefs and values in relation to traditional and contemporary dance forms and styles, and develop an understanding of their own dance heritage.

Within the broad focus of Australian dance, teachers select learning contexts that relate to the interests of their students and build upon the understandings that they have already acquired. An understanding of the diverse range of functions and contexts of dance in Australia allows students to make relevant comparisons between their own dance and the dance of others. They analyse critically their own cultural beliefs and values in relation to traditional and contemporary dance forms and styles, and develop deeper understandings of their own personal dance heritage. They understand that dance may give form to ideas and issues that concern the wider community.

### Future Pathway

Units 3 and 4 Dance ATAR (ATDAN)

## Design

### Mr Craig Mecham

Phone: 9350 5433 / Email: [Craig.Mecham@norbert.wa.edu.au](mailto:Craig.Mecham@norbert.wa.edu.au)

Design is a fundamental literacy that supports the conception and visualisation of ideas. Designers have the opportunity to improve and transform the world in which we live. Good design should aim to foster and promote innovation, while delivering sustainable solutions for specific purposes and audiences.

The study of Design empowers students to identify, understand, interpret, create and communicate through visual and tactile means; to influence everyday life for individuals, societies and the natural world. Students are introduced to design theory, design history and design practice through the experience of applying a design process. Students of Design are challenged to unravel open-ended problems and to develop a variety of potential outcomes. They are encouraged to make design decisions that demonstrate skills in analysis, judgement and synthesis, while simultaneously developing their technical skills.

## Unit 1 Design (A1DES)

### Minimum Entry requirements

'C' grade minimum 60% in English and 'C' grade minimum of 60% in Year 10 Media Arts or Year 10 Visual Arts

### Description

This unit introduces students to the discipline of design. They begin to experiment with various techniques for representation, such as sketching, drawing, photographing and prototyping, to communicate design ideas and Design Thinking. Students develop an understanding of key design terminology to support their observation and analysis of different design forms. They begin to understand how representation can be used to communicate meaning through semiotics. Students apply relevant and appropriate skills and techniques while following the Double Diamond design process model to create possible design outcomes.

### Future Pathways

Unit 2 Design ATAR (A2DES)

## Unit 2 Design (A2DES)

### Description

Students work through phases of the Double Diamond model to design products, devices, objects or services for an end-user. They will prototype and modify designs to test the impact on audiences and address practical outcomes for users. Students will determine and define the function, form and features of their design in order to effectively communicate how their proposal meets the needs of the design brief.

### Future Pathway

Units 3 and 4 Design ATAR in Year 12 (ATDES)

## Drama

### Ms Karen Cassidy

Phone: 9350 5433 / Email: [Karen.Cassidy@norbert.wa.edu.au](mailto:Karen.Cassidy@norbert.wa.edu.au)

Drama is a vibrant and varied art form found in play, storytelling, street theatre, festivals, film, television, interactive games, performance art and theatres. It is one of the oldest art forms and part of our everyday life.

The Drama ATAR course focuses on drama in practice as students integrate their knowledge and skills. They use the elements and conventions of drama to develop and present ideas and explore personal and cultural issues. They engage in drama processes, such as improvisation and text interpretation, which allow them to create drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects, such as sets, costumes, props, and sound and lighting. Increasingly, students use technologies, such as digital sound and multimedia. They present drama to a range of audiences and work in different performance settings.

Students work independently and collaboratively, learning self-management skills, showing initiative and demonstrating leadership and interpersonal skills. The Drama ATAR course requires them to develop and practise problem-solving skills through creative and analytical thinking processes. They develop their capacity to respond to, reflect on, and make informed judgements using appropriate terminology and language to describe, analyse, interpret and evaluate drama.

## Unit 1 Drama (A1DRA)

### Minimum Entry requirements

'C' grade minimum 60% in English and 'C' grade minimum of 60% in Year 10 Drama or approval from Head of Learning Area. This unit focuses on realism and representational drama. Students have the opportunity to research and collaboratively workshop, interpret and perform drama texts in forms and styles related to realism and representational drama. Within the focus of realism and representational drama, students must investigate the approach of **Konstantin Stanislavski**.

In Unit 1, students are required to engage with the role of both actor and director, and **one** designer role – costume, lighting, set or sound.

### Future Pathways

Unit 2 Drama ATAR (A2DRA)

## Unit 2 Drama (A2DRA)

This unit focuses on non-realism and presentational drama. In this unit, students have the opportunity to research and collaboratively workshop, interpret and perform drama texts related to non-realism and presentational drama. Within the focus of non-realism and presentational drama, students must investigate the approach of **Bertolt Brecht**.

In Unit 2, students are required to engage with the role of actor and director, and **one** designer role – costume, lighting, set or sound not studied in Unit 1.

### Future Pathway

Units 3 and 4 Drama ATAR in Year 12 (ATDRA)

## Visual Arts

### Ms Jennifer Rigg

Phone: 9350 5433 / Email: [Jennifer.Rigg@norbert.wa.edu.au](mailto:Jennifer.Rigg@norbert.wa.edu.au)

The Visual Arts ATAR course encompasses the practice and theory of the broad areas of art, craft and design. Students have opportunities to express their imagination, develop personal imagery, develop skills and engage in the making and presentation of artwork. They develop aesthetic understandings and a critical awareness that assists them to appreciate and make informed evaluations of art.

This course places value on divergence, uniqueness and individuality. It assists students to value and develop confidence in their own creative abilities and to develop a greater understanding of their environment, community and culture. The Visual Arts ATAR course engages students in a process that helps them develop motivation, self-esteem, discipline, collaborative practice and resilience, all of which are essential life skills. Enterprise and initiative are recognised and encouraged.

## Unit 1 Visual Arts (A1VAR)

### Minimum Entry requirements

'C' grade minimum of 60% in English and 'C' grade minimum of 60% in Year 10 Media Arts or Year 10 Visual Arts

### Description

The focus for this unit is '*differences*'. Students may, for example, consider differences arising from cultural diversity, place, gender, class and historical period. Differences relating to art forms, media and conventions may also provide a stimulus for exploration and expression.

Students explore ways of collecting, compiling and recording information and documenting thinking and working practices. They explore approaches to drawing and develop awareness that each artist has his or her particular way of making marks to convey personal vision. Students examine how visual language and media choices contribute to the process of conveying function and meaning, and use a range of media and technologies to explore, create, and communicate ideas.

### Future Pathways

Unit 2 Visual Arts ATAR (A2VAR)

## Unit 2 Visual Arts (A2VAR)

### Description

The focus for this unit is *'identities'*. In working with this focus, students explore concepts or issues related to personal, social, cultural or gender identity. They become aware that self-expression distinguishes individuals as well as cultures. Students use a variety of stimulus materials and use a range of investigative approaches as starting points to create artwork. They develop a personal approach to the development of ideas and concepts, making informed choices about the materials, skills, techniques and processes used to resolve and present their artwork.

Students develop understandings of the personal and/or public functions of art in the expression of identity, for example, spiritual expression, psychological expression, therapy, ceremony and ritual, and the purposes of art, such as narrative – telling personal stories or exploring myths. They understand that art may give form to ideas and issues that concern the wider community.

Students have more autonomy in Unit 2. The teacher acts as a facilitator in directing students' creative research and making. Students are given a framework to begin and advised on best use of media and/or research to express ideas that are important to them. This may involve producing a body of work that encompasses many media from drawing to 4D digital animations.

### Future Pathway

Units 3 and 4 Visual Arts ATAR (ATVAR)