
2023
edition

Year 11 and 12 Course Selection Guide



WESLEY COLLEGE
By daring & by doing

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This selection guide provides details and explanations of courses available to study in Years 11 and 12.

Dates to Note.

Wednesday 14 June	Year 11 2024 Parent/Guardian Information Presentation
Wednesday 21 June	Subject Selection Expo with students and teachers
Wednesday 21 June	Year 10 Student/Parent/Teacher Interviews with subject selection discussions
Wednesday 19 July	Year 10 and 11 Student/Parent/Mentor Interviews with subject selection a key focus
Wednesday 26 July	Subject selections need to be entered online by this date

**Let's start
with an
overview...**

Overview.

At the end of Year 12 all students receive a **Western Australian Statement of Student Achievement (WASSA)**. The WASSA is a formal record of what a Year 12 student has achieved as a result of their school education in Western Australia. If they have met all the requirements in this completion, they will achieve a **Western Australian Certificate of Education (WACE)**.

Basic WACE requirements:

- Literacy and numeracy competency- this is achieved from past Year 9 NAPLAN results or OLNA test in Years 10-12.
- Completion of at least 20 course units, or the equivalent, across Years 11 and 12. Please note, completion does not mean passing but, for ATAR courses, it does mean sitting the final examination.
- Breadth and depth requirements detailed below, this means:
 - covering a course from List A (arts/languages/social sciences) and List B (mathematics/science/technology);
 - a minimum of 10 (or the equivalent) Year 12 units;
 - 2 completed Year 11 English units and a pair of Year 12 English units (or Literature or EALD).
- At least 14 C grades, or the equivalent, in units across Years 11 and 12, with at least 6 C grades (or the equivalent) having been achieved in Year 12 units.

Choosing Courses.

The College offers three pathways; an ATAR pathway, a Vocational pathway and a Hybrid pathway. The options should be seen as equally valid as the College has a view that each pathway offers students a rigorous, success oriented and targeted pathway to post-school education and/or employment. The best pathway is the one that is best for each individual student based on their interests, recent subject results and future intentions. In summary:

A **Vocational Pathway** typically leads to work or further study at TAFE. General subjects do not have examinations. Often they are combined with VET courses.

An **ATAR pathway** usually leads to direct entry to university. You need at least 4 ATAR subjects from which your ranking is calculated.

A **Hybrid pathway** is designed for students who wish to complete a few ATAR subjects, but not the 4 required for an ATAR score. This may be combined with UniReady, Arts Lab or a Certificate IV (and ATAR English) for direct or portfolio university entry.

It is important to note that students who score less than 60% in English in Year 10 will struggle to complete most ATAR courses.

The following table provides an overview of how each of the different pathways is typically structured.

	Vocational Pathway	Hybrid Pathway	ATAR Pathway
YEAR 11	A combination of General courses, VET courses and/or INSTEP.	Up to 3 ATAR classes. The other 3 lines made up of General, VET or Endorsed courses.	Either 6 ATAR courses or 5 ATAR courses and 1 General or 1 VET course.
YEAR 12	A combination of General courses, VET courses and/or INSTEP.	Up to 3 ATAR classes. The other 3 lines made up of General, VET or Endorsed courses.	Ideally a minimum of 5 ATAR courses. 4 ATAR courses and 1 General, or 1 VET course is the minimum requirement.
EXAMINATIONS/ ESTS	Externally Set Tasks (ESTs) are compulsory for all students enrolled in Units 3 and 4 of General Courses in Year 12.	Examinations for UniReady and ATAR subjects. ESTs for General Courses.	ATAR examinations are compulsory for students enrolled in Units 3 and 4 of an ATAR course.
POST-SCHOOL DESTINATIONS	TAFE or Apprenticeship (Portfolio entry to ECU, Curtin or Murdoch, ECU UniPrep course, Notre Dame Tertiary Pathway Program, Curtin UniReady Enabling Program are also a consideration)	UniReady, if completed, provides an equivalent of 70 ATAR and English requirement for many Curtin courses and some courses at other universities.	ATAR entry to university



Hybrid Pathway and Alternative Entry to University

A Hybrid pathway is one that offers an alternate pathway to university or a route to a vocational course at TAFE or an apprenticeship. Alternative pathways to university include either UniReady, Portfolio Entry or a Certificate IV and English ATAR in Year 12. For more information see the [Alternative Pathways Section](#) of this guide.

This pathway allows students to focus on up to three ATAR subjects that they are particularly interested in or will help them find success in a future career, be that at university or TAFE. It also allows them to pursue a VET course linked to their future pathway.

This pathway can be individually shaped to suit a student's interests and strengths while still offering access to many university courses.

Any student interested in this pathway should contact Sarah Steer (Head of Future Directions) or Andrew Pateman (Assistant Head of Senior School Academic) for more information.

VET credit transfer and unit equivalents

A completed Certificate II course is counted as being equivalent to completing one Year 11 and one Year 12 ATAR or General course and counts as 4 C grades and 4 of the 20 course units needed to complete the WACE.

The table below displays the unit equivalents for Certificate II and Certificate III courses.

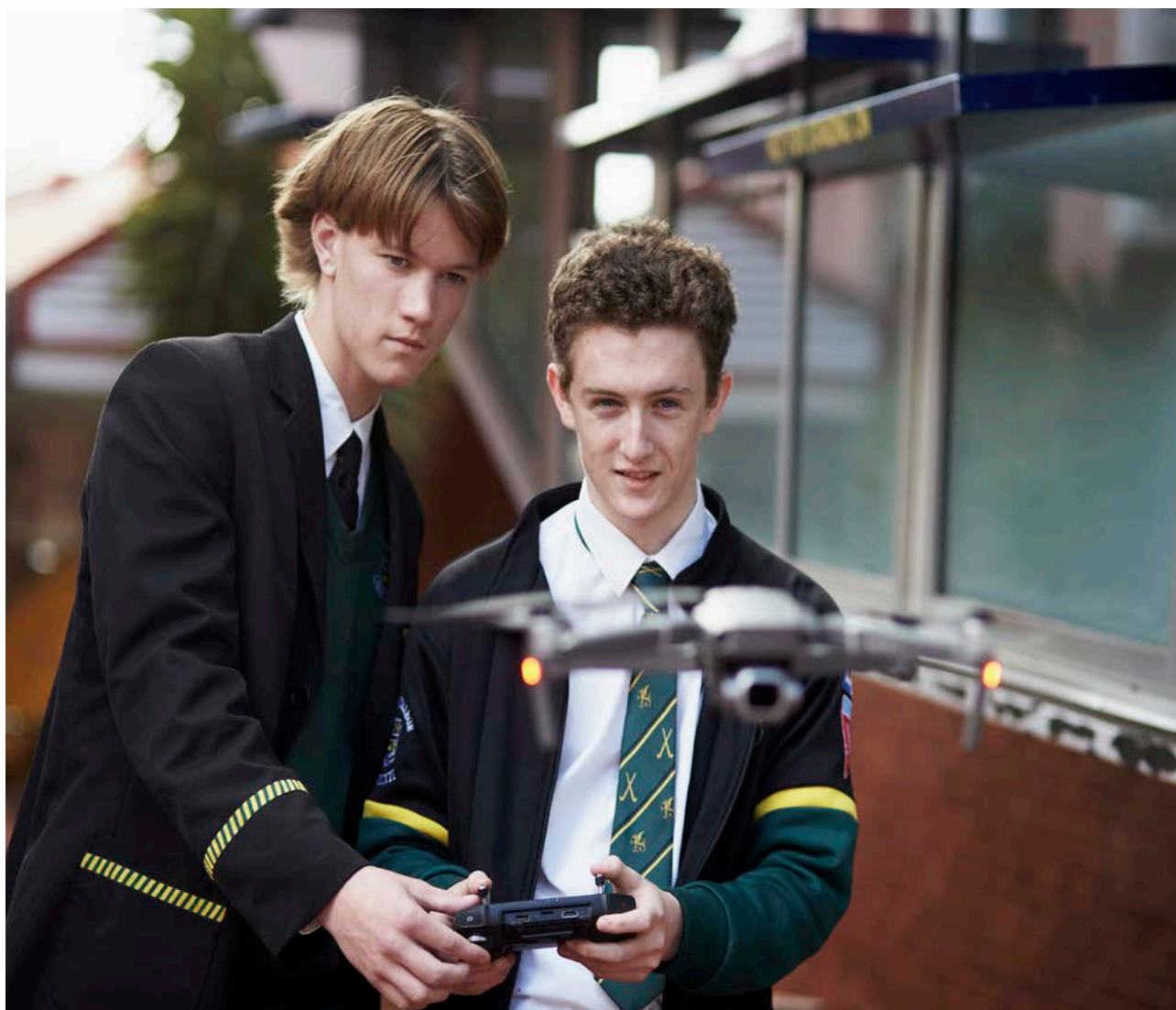
COMPLETED QUALIFICATION	TOTAL EQUIVALENTS	YEAR 11 CREDIT ALLOCATION (UNIT EQUIVALENTS)	YEAR 12 CREDIT ALLOCATION (UNIT EQUIVALENTS)
Certificate II	4 units	2	2
Certificate III (or higher)	6 units	2	4
Endorsed Programs	4 units	2	2

Note: A maximum of 8 Unit equivalents may come from VET and Endorsed Programs combined.

Courses

1. The courses over the next few pages have been organised into two lists, List A and List B. In order to meet the breadth of study requirement for a WACE, students must complete at least one pair of Year 12 Units 3 and 4 from both a List A and a List B course. List A contains the Arts/Language/HASS courses and List B the Mathematics/Science/Technology courses.
2. All students entering Year 11 must choose seven courses, one being a reserve choice, in order of preference from Lists A and B. If you are entering Year 12 then you must enter six courses in order of preference (Independent Learning counts as a choice). The timetable grid for next year will be generated from the student selections made in July. Subsequent changes are subject to the constraints of the grid.
3. Please note that INSTEP is a seventh subject at Wesley. Students interested in doing INSTEP are asked to contact Mrs Steer directly in the Senior Studies Centre and tick the appropriate box on their subject selection form.

The College reserves the right to withdraw any course which attracts an inadequate enrolment. In spite of the great flexibility of computer-generated timetables we may be unable to accommodate some combinations of courses.



Course Lists

ATAR Courses List A Tertiary Entrance/ATAR Pathways

SUBJECT	YEAR 11 COURSE CODE	YEAR 12 COURSE CODE
Business Management & Enterprise	AEBME	ATBME
Chinese: Second Language	AECHI	ATCHI
Drama	AEDRA	ATDRA
Economics	AEECO	ATECO
English	AEENG	ATENG
English as Additional Language or Dialect	AEELD	ATELD
French: Second Language	AEFSL	ATFSL
Geography	AEGEO	ATGEO
History – Modern	AEHIM	ATHIM
Indonesian: Second Language	AEIND	ATIND
Literature	AELIT	ATLIT
Media Production and Analysis	AEMPA	ATMPA
Music	AEMUS	ATMUS
Philosophy and Ethics	AEPAE	ATPAE
Politics and Law	AEPAL	ATPAL
Visual Arts	AEVAR	ATVAR

General Courses List A General and VET/General Pathways

SUBJECT	YEAR 11 COURSE CODE	YEAR 12 COURSE CODE
English	GEENG	GTENG
Business Management and Enterprise	GEBME	GTBME
Drama	GEDRA	GTDRA
Media Production and Analysis	GEMPA	GTMPA
Music	GEMUS	GTMUS
Visual Arts	GEVAR	GTVAR

ATAR Courses List B

Tertiary Entrance/ATAR Pathways

SUBJECT	YEAR 11 COURSE CODE	YEAR 12 COURSE CODE
Accounting and Finance	AEACF	ATACF
Biology	AEBLY	ATBLY
Chemistry	AECHE	ATCHE
Computer Science	AECSC	ATCSC
Engineering Studies	AEEST	ATEST
Human Biology	AEHBY	ATHBY
Mathematics Applications	AEMAA	ATMAA
Mathematics Methods	AEMAM	ATMAM
Mathematics Specialist	AEMAS	ATMAS
Outdoor Education (Online collaboration)	AEOED	ATOED
Physical Education Studies	AEPES	ATPES
Physics	AEPHY	ATPHY
Psychology (Online collaboration)	AEPSY	ATPSY

General Courses List B

General and VET/General Pathways

SUBJECT	YEAR 11 COURSE CODE	YEAR 12 COURSE CODE
Design - Tech Graphics	GEDEST	GTDEST
Design - Photography	GEDESP	GTDESP
Engineering Studies	GEEST	GTEST
Marine and Maritime Studies	GEMMS	GTMMS
Mathematics Essential	GEMAE	GTMAE
Materials D&T - Wood	GEMDTW	GTMDTW
Materials D&T - Metal	GEMDTM	GTMDTM
Physical Education Studies	GEPES	GTPES+

Unlisted

Non-Tertiary Endorsed/VET Programs

SUBJECT	YEAR 11 COURSE CODE	YEAR 12 COURSE CODE
Workplace Learning	EWPL	TWPL
Certificate II in Sport Coaching -one-year course	C2ESPC	C2TSPC
Certificate II in Applied Digital Technologies -one-year course	C2EADT	C2TADT
Certificate III in Information Technology -one-year course		C3IT
Certificate II Visual Art -two-year course	C2EVA	C2TVA
Arts Lab	ECAPAL	TCAPAL
UniReady		TUREP

We also offer access to a range of Certificates run off-site. For more information, or if you have specific needs or requests, please make an appointment with Mrs Sarah Steer (Head of Future Directions) or Mr Andrew Pateman (Assistant Head of Senior School Academic).

For more information, please see the following relevant policies.

[Student Academic Pathway Policy](#)

[Student Academic Pathway Procedures](#)

Advice on course selections can be obtained from many sources within the school: individual subject teachers, Heads of Learning Area, Heads of Year, Mentors, the Head of Future Directions (Mrs Steer), the Assistant Head of Senior School Academic (Mr Pateman), the Head of Academic Development (Mr Filer) and Academic Services Coordinator (Mrs Stocker).

CHANGING COURSES

Subject changes during the year are disruptive to a student's learning and are not always possible or may require significant compromise. It is therefore important to choose subjects wisely to ensure a good fit. Subject changes during Semester one are strongly discouraged and will only be entertained in extenuating circumstances.

Some students in Year 11 do poorly in the mid-year examinations and, for some, it seems pointless to continue with the subject for another semester. If the timetable allows, these students may be able to change to an alternative subject in Semester two. These students will receive a grade for Unit 1 of their first subject and Unit 2 of their alternative subject. Note this option of changing mid-year is not available to students in Year 12.



ATAR and University Entry

ATAR EXAMINATIONS

External ATAR examinations will be conducted for Units 3 and 4 in all Year 12 ATAR courses. These examinations are a compulsory part of completing the courses. All ATAR courses have a written examination, however, some also include a practical, oral or performance component.

TERTIARY ENTRANCE REQUIREMENTS

To be considered for university admission as a school leaver upon the completion of Year 12 through an ATAR pathway:

- meet the requirements for a WACE, and
- achieve competence in English as prescribed by the individual universities (see details below), and
- obtain a sufficiently high ATAR for entry to a particular course, and
- satisfy any prerequisites or special requirements for entry to a particular course.

Some courses have specific prerequisites. See the [TISC](#) (Tertiary Institutions Service Centre) website for guides for University Admission requirements for school leavers: [2025](#) and [2026](#).

COMPETENCE IN ENGLISH

For UWA, ECU and Curtin, a scaled mark of at least 50% is required for English ATAR, or Literature ATAR, or EAL/D ATAR.

For ECU only, English competence can also be achieved with an A, B or C grade in English ATAR, or Literature ATAR, or English EAL/D.

The above achievement satisfies the outright competence in English requirement.

For students who do not achieve English competency outright, the universities have a number of English competency concessions available.

If students fail to meet these concessional requirements but have a high enough ATAR to access a course, they will be invited to demonstrate their English competency by sitting a Special Tertiary Admissions Test (STAT) in early January following the release of their results.

THE AUSTRALIAN TERTIARY ADMISSIONS RANKING (ATAR)

The ATAR is a ranking system used Australia-wide, with the highest possible score being 99.95, and is derived from the Tertiary Entry Aggregate (TEA). The ranking considers the total number of students with a TEA as well as the number of people of Year 12 school leaving age in the population of Western Australia. An ATAR of 75.0 indicates you have an overall rating equal to or better than 75%, that is, in the top 25% of the Year 12 school-leaving age population of WA.

Below are some indicative ATAR results needed for university entry.

ATAR	SAMPLE COURSES
98.05	Juris Doctor (Law) via Bachelor of Philosophy (Hons) Assured pathway (U)
98.00	Bachelor of Science in Veterinary Biology and Doctor of Veterinary Medicine (M); Bachelor of Engineering (Hons) and Bachelor of Philosophy (Hons) (U)
90.00	Engineering Science (EC); Law (C); Physiotherapy (C)
80.00	Engineering (C); Speech Pathology (C); Occupational Therapy (C); Pharmacy (C); Commerce (U); Electrical and Electronic Engineering/Computer Science (C)
75.00	Arts (U); Science (U)
70.00	Chiropractic Science (M); Sport and Exercise Science (M); English and Cultural Studies (C); Construction Management (C); Psychology (C); Environmental Science (M); Biomedical Science (M); Animal Science (M); Secondary Education (C); Nutrition and Food Science (C); Internetworking and Security (M); Nursing (M)

Key: U = University of Western Australia, M = Murdoch University, C = Curtin University,
EC = Edith Cowan University

CALCULATING A TEA AND ATAR

A combined mark for each course is obtained when the SCSA adds 50% of the moderated school assessment to 50% of the WACE examination mark. The school marks are moderated statistically to ensure comparability between schools so that no student is advantaged or disadvantaged by virtue of the school they have attended. The SCSA then pass the combined marks for each course to TISC and they standardise the marks and then scale them. The process of statistically scaling the marks attempts to give each student the mark they would have received if the entire ATAR population had been enrolled in that subject. The final scaled marks are those used to determine the TEA and then ATAR.

BONUSES

A number of ATAR courses now attract a 10% bonus when determining the TEA. These include:

- Language subjects – Indonesian and French
- Mathematics Specialist
- Mathematics Methods

An example using the bonuses and calculating a TEA and ATAR will now be shown:

A student takes 6 ATAR subjects and his final scaled results are shown below

Chemistry	82
Mathematics Methods	76
English	70
Physics	68
French	65
Mathematics Specialist	60

The sum of his best 4 courses, called the Tertiary Entrance Aggregate or TEA, is $(82 + 76 + 70 + 68) = 296$. However, this student has done 3 courses which have an additional bonus and the bonus is applied whether the subject is part of his best 4 or not. An additional 7.6 (from Mathematics Methods), 6.5 (from French) and 6.0 (from Mathematics Specialist) is added to his TEA. This makes his overall TEA equal to 316.1.

This TEA of 316.1 equates to an ATAR of 96.65. Note that, without the bonuses, his TEA of 296 would equate to 93.5

'UNACCEPTABLE SUBJECT COMBINATIONS'

There are some 'unacceptable' subject combinations in which both subjects cannot be counted in the TEA. These include:

- English or Literature with EAL/D
- Mathematics Applications with Mathematics Specialist

However, it is important to note that it is possible to study these pairs of subjects towards meeting the WACE requirements but you are not permitted to use the marks from both subjects in a pair in calculating a TEA or ATAR. Only the higher scaled mark in the pair will count.

Please note also that Notre Dame University in Fremantle does not rely solely on the ATAR but selects students on the basis of information from student applications, the school and other referees.

ALTERNATIVE ENTRY

There are multiple alternative entry pathways to university, and this is an increasingly popular option. For more information see the [Alternative Pathways Section](#) of this guide.

Year 11 and 12 Courses



The following pages are separated into the eight Learning Areas at Wesley College. Each section provides information on the Learning Area, the courses offered and key information to help you in your selection.

Each course has information outlined in the same manner and covers:

WHO IS THIS
COURSE FOR?

WHAT DO YOU
STUDY?

HOW ARE YOU
ASSESSED?

FAQ

FURTHER
INFORMATION

Heads of Learning Area



Mr Stephen Roberts
Director of Arts

Head of Arts: Mr Rob Bygott
Head of Music: Mr Cameron van Reyk



Mr Adam Kealley
Head of English



Mr Paul Deegan
Head of Health and
Physical Education



Ms Angela Jones
Head of Humanities
and Social Sciences



Mrs Melinda Dempsey
Head of Languages



Ms Jo Watt
Head of Mathematics



Dr Sarah Harrison
Head of Science



Mr Simon Tilley
Head of Technologies



Mrs Sarah Steer
Head of Future
Directions

The Arts.

YEAR 11 AND 12 ARTS COURSES (AND CODES)

- Drama ATAR and GENERAL (AEDRA/ATDRA) (GEDRA/GTDRA)
- Media Production and Analysis ATAR and GENERAL (AEMPA/ATMPA) (GEMPA/GTMPA)
- Music ATAR and GENERAL (AEMUS/ATMUS) (GEMUS/GTMUS)
- Visual Arts ATAR and GENERAL (AEVAR/ATVAR) (GEVAR/ATVAR)
- Design: Photography GENERAL (AEDES/ATDES) (GEDESP/GTDESP)
- CUA20720 Certificate II in Visual Arts (C2EVA/C2TVA)
- Arts Lab (ECAPAL/TCAPAL)

WHY STUDY AN ARTS SUBJECT?

Art makes us human. It helps us to make sense of our own lives and identify with the lives of others. It is also increasingly recognised as a driver of the innovative thinking needed to solve our world's most pressing problems. Learning and practicing art, and tapping into your creativity, can make you better at whatever you do.

In a world that requires us to be agile and reinvent ourselves, the Arts offers to develop transferable skills which will be a viable commodity in a digital age.

HOW DOES STUDYING THE ARTS PREPARE ME FOR THE 21ST CENTURY?

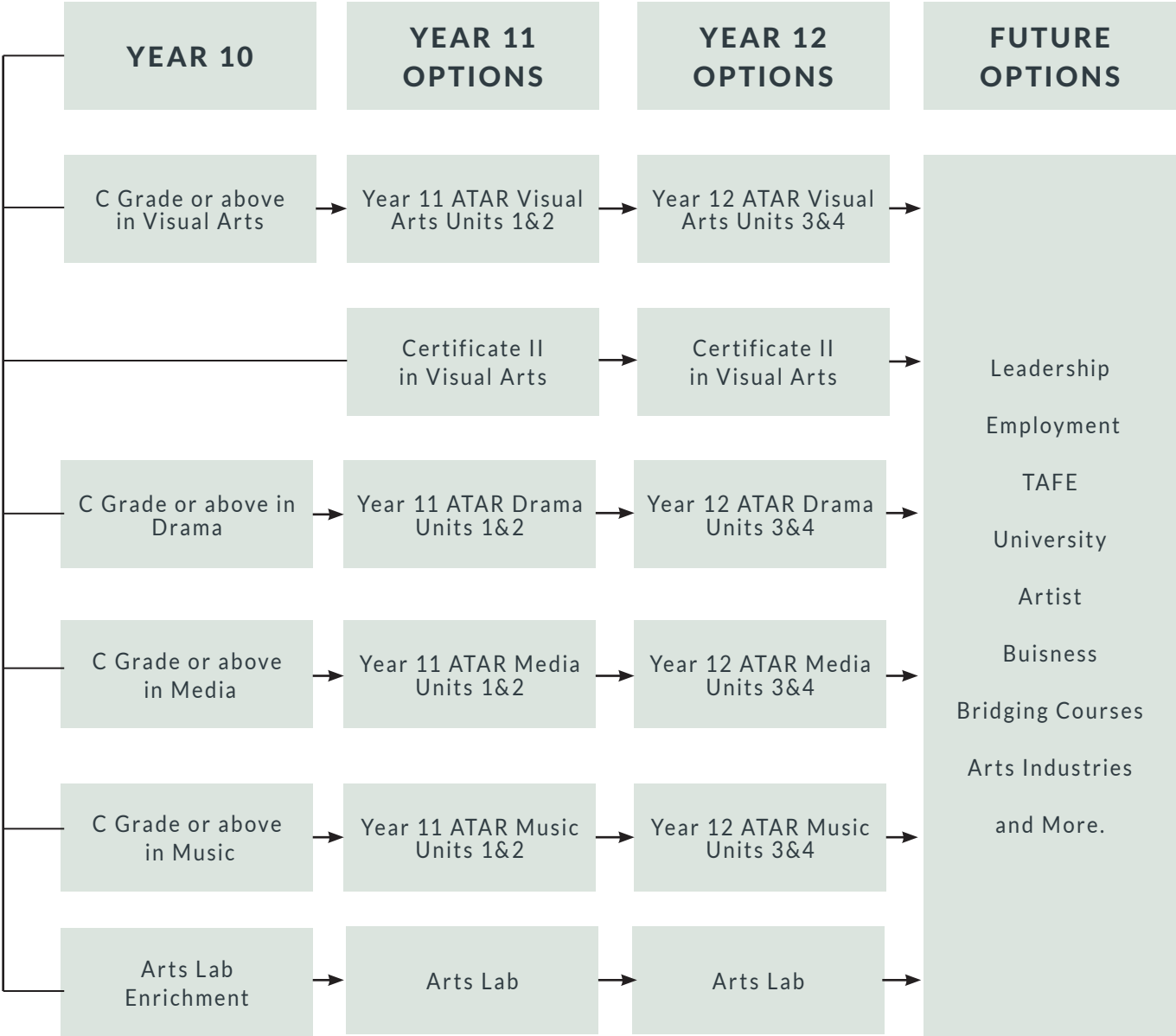
Research and predictions have shown that soft, transferable skills will, in fact, be the most in demand for jobs of the future.

Transferable skills are sometimes referred to as 'people skills' because they're about personal attributes that are essential in every industry. Importantly, these skills can never be automated, ensuring you'll be ready and well equipped for work.

- | | |
|---|--------------------------------|
| • Problem-solving and investigation | • Teamwork Skills |
| • Critical and Creative thinking | • Flexibility and Adaptability |
| • Written and verbal presentation skills | • Self-management |
| • Emotional judgement and professional ethics | • Self-motivation |
| • Decisiveness and conflict resolution | • Strong reasoning ability |
| • Responsibility and Leadership | • Time Management |
| • Complex and Analytical reasoning | • Working under pressure |

PATHWAYS

The most common course selections are represented in the block diagram below.



Drama

ATAR

Who is this course for?

This course is for students who are interested in Drama. Year 10 Drama is an advantage but not compulsory, and a C grade or above in Year 10 English is recommended.

This course is for students who like:

- film, television, theatre and literature
- design via set, sound, lighting and costume (creative thinking)
- analysing drama by looking at the relationship between performance and audience (critical thinking)
- studying the influence of drama and how meaning is constructed
- reflecting upon and forming their own opinions about themselves and others through analysing drama (critical thinking)
- working collaboratively and independently (collaboration).

For students who are good at:

- public speaking, speech and performance
- communicating effectively
- storytelling/constructing narratives
- design theory
- critical and creative thinking
- problem-solving
- working independently and collaboratively (collaboration).

For students who want to go on to:

- study at university, or TAFE
- an occupation that requires a high level of communication, presentation and empathy
- specialise in an artistic context via institutes such as WAAPA or NIDA
- study overseas

What do you study?

The course is designed to build skills, knowledge and experience in drama as a creative and performing art. Taking Drama will allow students to develop communication and presentation skills as well as improving their confidence and ability to work with others. The skills that are developed through drama are skills for life and will aid in any course or occupation that leads on from Year 12. It incorporates aesthetic, theoretical and critical concepts. The program is developmental, moving from improvisation and practical voice and physical skill learning, to play-building and devising characters. Interpreting text and experimenting with design and technical elements of production are also key areas. Drama is essentially a cooperative process. Drama has a body of knowledge: facts, conventions, history, skills and methods of working. Drama is taught in an environment that encourages the students to take responsibility for their own learning and to value the ideas and contributions of others.

The students are encouraged to be involved in performance opportunities that the College provides, either as performers or crew. Elective students also must participate in various theatre excursions and specialist workshops throughout the year which are run through the curriculum program. Students are assessed on performance as well as the theory that informs it

In Drama, the syllabus is divided into two units, each of one semester duration.

Year 11

Unit 1 focuses on realism and representational drama. In this unit, 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. Unit 2 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.

Year 12

This unit focuses on the realisation of drama text, context, forms, and styles through the application of a selected approach. Within the focus of Unit 3, students must investigate the approach of a selected practitioner. Unit 4 focuses on the approach to and interpretation of drama texts, contexts, forms, and styles. Within the focus of Unit 4, students must investigate the approach of one of the listed practitioners.

How are you assessed?

YEAR 11		YEAR 12	
Assessment	Weight	Assessment	Weight
Performance/Production	40%	Performance/Production	30%
Response	40%	Response	30%
Written Examination	10%	Written Examination	20%
Practical Examination	10%	Practical Examination	20%

FAQ

Is there an examination? There is a practical and written examination each semester.

How much time is spent on practical work? 50% of class time.

How much time is spent on written work? 50% of class time.

How much written work is there? 50% of the course has a theory aspect to it, that requires students to respond to via a written response. However, students are guided through this process specifically to work to their individual strengths.

Do I have to work in groups? Some aspects of the work, however as the course develops the emphasis is placed more on the individual

Do I have to be in the school production if I do ATAR Drama? Performing in the school production is never compulsory.

Do we get to see live theatre performances? Yes, we will see up to two performances per year.

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Media Production & Analysis ATAR

Who is this course for?

This course is for students who are interested in the Arts. Year 10 Media is an advantage but not compulsory, and a C grade or above in Year 10 English is recommended.

This course is for students who like:

- film, television, pop culture, documentaries, independent film, social media
- telling/constructing stories and producing their own media works (creative thinking)
- experimenting with digital and media technologies, such as DSLR cameras, lighting, sound, recording, non-linear editing (creative thinking)
- analysing the role of media in society and media works (critical thinking)
- understanding the influence of media and how meaning is constructed
- reflecting upon and forming their own opinions about themselves and others through analysing media (critical thinking)
- working collaboratively (collaboration).

For students who are good at:

- critical analysis - interpreting and evaluating media works (critical thinking)
- communicating effectively (communication)
- storytelling/constructing narratives (creative thinking)
- planning and communicating ideas (creative thinking)
- using digital and media technologies (creative thinking)
- working independently and collaboratively (collaboration).

For students who want to go on to:

- study the Arts at a university or TAFE
- work in the media industries – Screen Production, Journalism, Digital Content Creation
- produce media content.

What do you study?

Our students live in an increasingly media-based culture. To be informed and effective producers and consumers of media, students need to understand the role of media in society, and how and why various forms of media are constructed. The ATAR Media Production and Analysis course examines these with a focus on, but not restricted to screen-based media content. As part of the course, students have access to industry standard equipment and software to develop specialised skills. Students use professional equipment in a collaborative environment with an emphasis on making effective choices and decisions to support the stories they tell. Producing media involves a creative process, from ideation and researching ideas, to experimenting and practising techniques, that is underpinned by a continual process of evaluation and reflection. Students will develop film making skills using state of the art technologies and are mentored by creatives with industry experience.

Production equipment used during the course includes:

- DSLR cameras and gripping equipment
- Studio and location lighting
- Studio and location audio recording
- Green screen and studio environments
- Non-linear video and audio editing software

In Media Production and Analysis, students examine works from a variety of media producers across a range of forms, genres and contexts. The course provides a specific emphasis on representations in media to develop deeper understandings of the multiple factors that influence how meanings are constructed and interpreted. Students plan and produce audio-visual media works designed to develop effective storytelling and technical skills, as well as conceptual understandings of the theory explored.

How are you assessed?

YEAR 11		YEAR 12	
Assessment	Weight	Assessment	Weight
Production	50%	Production	50%
Response	30%	Response	20%
Examination	20%	Examination	30%

FAQ

How much time is spent on practical work? The practical component amounts to 50% of the overall class and ATAR mark. Approximately 35% of class time is allocated for planning and editing. However, to achieve good results, much of this work is required to be done out of class in the students' own time.

How much time is spent on written work? The written component amounts to 40% of the overall class and ATAR mark. This is a combination of in-class responses, course revision materials and the written examination. This consumes approximately 65% of class time.

How much written work is there? There are two summative written responses, plus a written examination per Unit. Students are also encouraged to develop effective study techniques by maintaining regular revision of course materials.

Do I have to work in groups? It is advised that students work collaboratively in small groups with their production work as well as study groups. In Year 12, students have to produce individual productions, but are still encouraged to support one another through collaboration.

Will I make a film? Yes. All students will have the opportunity to plan, film and edit short film productions.

Do we watch films? Yes. There will be plenty of opportunities to view and respond to a range of media works, including television and film productions.

What online resources are available? There is a range of reading materials and teaching summary documents on Schoolbox and via OneNote. Students are also encouraged to research and seek further online resources as part of their own independent inquiry.

Further Information

[Schoolbox Course and Unit pages](#)

[SCSA Curriculum Documents](#)

Music ATAR

Who is this course for?

This course is for students who are interested in music. The ability to read music fluently and to play an instrument (classical, jazz or contemporary) to a minimum Australian Music Examinations Board (AMEB) standard of Grade 4, or equivalent, is a prerequisite of this course of study. The completion of Year 10 Music and/or the equivalent of AMEB Grade 3 Theory/Musicianship is an advantage but not compulsory.

This course is for students who like:

- all styles of music – contemporary, jazz and classical
- performing on their instrument and in ensembles
- composing music
- working collaboratively
- understanding how meaning is constructed in music

For students who are good at:

- music analysis (critical thinking)
- performance or composition
- working independently and collaboratively (collaboration)

For students who want to go on to:

- study Music or Arts Management at a tertiary level
- work in the entertainment industry
- be part of a community ensemble
- do anything else in life but be the richer for the experience of studying Music

What do you study?

Students listen, perform, improvise, compose and analyse music, developing skills to confidently engage with a diverse array of musical experiences both independently and collaboratively. Through continuous sequential music learning, students develop music knowledge, skills and understanding to create, communicate and evaluate music ideas with increasing depth and complexity.

Students are encouraged to reach their creative and expressive potential.

There is a large practical component of the course, and students who have studied a musical instrument, reaching a minimum of AMEB Grade 4 level will benefit the most from this course.

The varied nature of the course enables students to develop desirable skills in areas such as self-management, creativity, collaboration, problem-solving and communication. All these skills make them an attractive prospect for potential employers. Graduate students frequently gain entry and undertake further study at a tertiary level.

The Music course is comprised of two components - written and practical. The written component consists of aural and theory, composing and arranging and cultural and historical analysis, all of which are taught and assessed in the classroom in the context of Western Art Music. The practical component allows the student to choose between performance on their musical instrument or a composition portfolio. Students can choose to perform on voice or instrument in a choice of four contexts: Western Art Music, Jazz, Contemporary Music and Music Theatre, and/or submit a composition portfolio to fulfil the requirements of the practical component. The Music ATAR course provides an opportunity for creative expression, the development of aesthetic appreciation and the pleasure and satisfaction that comes from listening to and making music independently and collaboratively with others. Studying music may also provide a pathway for further training and employment in a range of professions within the music industry.

How are you assessed?

Assessment has two components, practical and written. The assessment weightings of components for both Year 11 and 12 is as follows:

Assessment	Weight
Practical component	50%
Written component	50%

FAQ

Do I have to have studied Music in Year 10? It is not essential to have studied Music in Year 10. However, students who do not undertake Music in Year 10 should have theoretical knowledge of AMEB Grade 3 Theory, or equivalent.

Do I have to learn an instrument to do this course? If you are undertaking the practical performance component, it is imperative that you are having ongoing lessons with your instrumental teacher. You will not be able to meet the practical requirements of the course without regular instrumental lessons.

Is there an examination? There are two examinations at the end of each semester, one for the written component and one for the practical component. The written examination is 2.5 hours long and is scheduled as part of your semester examination timetable. The practical examination requires you to present a program of works and is approximately 10-15 minutes long. This is scheduled separately to the written examination. You must prepare your program of works with your instrumental teacher.

How much time is spent on the practical component in class? There is no time in class allocated to the practical component, other than practical assessments. The practical is undertaken in your own practice time.

What online resources are available to help with my learning? Each student will receive a copy of Sibelius music software to put on their laptop. This software will enable them to complete composition assessments and assignments at home. Students are also provided with the online programs Auralia and Musition to support their study.

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Visual Arts

ATAR

Who is this course for?

Would you like to be a multi-skilled, well-rounded, lateral thinker? Do you enjoy problem-solving and expressing yourself? If you are someone who enjoys making and thinking about art and are an innovative, flexible, agile thinker you are well placed to do this course. Visual Arts encourages self-discipline and builds capacity for self-criticism. This course also considers the artistic, aesthetic and social needs of contemporary society.

The ATAR Visual Arts course prepares you for a future where creative and critical thinking skills are in increasing demand. The course positions you to pursue a range of post-school opportunities for further education and working in the growing creative industries. Graphic designer, illustrator, gallery/museum officer, architect, web designer, urban and regional planner and Art teacher are a few of the many occupations that are related to Visual Arts and benefit from knowledge and skills in this area.

No prerequisite, although the study of Visual Arts in Year 10 is encouraged.

What do you study?

In inspirational studio spaces, practical projects are an opportunity to explore your own ideas in a diverse range of mediums and technologies, including drawing, painting, printmaking, sculpture, ceramics, textiles, glass, mixed media, photography and digital media.

Students of Visual Arts develop the formal, conceptual, analytical, experimental and expressive use of art making. Through themed projects, you will examine the effectiveness of various solutions by exploring possibilities and experimenting with a range of media. You will examine art making in both two-dimensional and three-dimensional forms.

In Visual Arts you will develop your capacity to problem solve, think critically and imaginatively, and to articulate and represent your ideas through visual communication. In addition, you will learn effective methods for the documentation and presentation of your resolved ideas.

How are you assessed?

The Visual Arts course has both practical and written components, with assessment in each contributing to 50% of your final grade. Written tasks explore the visual analysis of artworks and how and why artists make art, and relate this study back to your own art making by way of influence and inspiration.

YEAR 11		YEAR 12	
Assessment	Weight	Assessment	Weight
Written Component	50%	Production	50%
Practical Component	50%	Critical Analysis	25%
		Investigation	25%

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Arts Lab is Wesley College's own developed course that is endorsed by and evolves through relationships with Curtin University and Murdoch University to create innovative opportunities and relevant pathways into Tertiary Education, Arts, Design and Technologies industries, and develop essential transferrable skills for life.

Who is this course for?

This course is for students who want:

- to specialise in an Arts, Design and Technologies areas (take this course plus an ATAR, or General Arts, or Design and Technologies course)
- to engage in the Arts, Design and Technologies to create art without the constraints of a traditional curriculum
- to develop essential 21st Century transferable skills through authentic and creative learning experiences
- to be mentored by industry professionals
- to co-design their outcomes through Project Based Learning
- to create art that isn't catered for through traditional WACE courses.

For students who are good at:

- any of the Arts, Design and Technologies, including but not restricted to drama, music, design, dance, media, photography, visual art, textiles, woodwork, fabrication, digital animation, 3D modelling, and more
- working independently and being self-motivated
- working collaboratively and communicating effectively

For students who want to go on to:

- study Arts, Design and Technologies at a tertiary level
- work in the Creative Arts, Design and Technologies industries
- continue creating art in some way

What do you study?

The Arts Lab offers an engaging, innovative, inter-disciplinary holistic arts program that links with partners in the arts industry and Tertiary institutions. The philosophy of the Arts Lab is to

create a home for activity to occur, providing a space for students to collaborate and create art with an opportunity to share with our community. Students are invited to work on Arts, Design and Technologies passion projects that serve to further their artistic growth as well as connect and plan for the future. Students will receive endorsed foundational experiences and develop skills beyond the confines of a traditional curriculum.

The Arts Lab, therefore, will provide an insight into an authentic arts world while still providing the essential structure and pathways associated with Design Thinking and Project Based Learning. Within the Arts Lab, students will work alongside associated industry practitioners in a symbiotic relationship where those that observe learn from those that are doing in authentic and organic ways.

How are you assessed?

Students are required to develop and submit a portfolio to be assessed.

The portfolio must contain evidence of:

- knowledge and understanding demonstrated
- abilities, skills and/or techniques demonstrated
- a logbook of participation and engagement both within and outside the classroom
- validation checklist completed and signed by the Arts Lab coordinator.

Students who successfully complete the requirements of the course will be recognised with Unit and C Grade equivalents through the Community Arts Performance SCSA Endorsed Program to contribute to their WACE. The number of units will be determined according to documented hours completed and satisfactory completion of the portfolio and associated tasks, with a maximum of 4 C's over Year 11 and 12.

How do I get into Arts Lab?

Once selection is made, an application process will be in place for students that wish to apply to Arts Lab.

Watch the video [here](#).

The Arts General Courses

Who is this course for?

These courses are for students interested in any of the variety of Arts disciplines on offer at Wesley College, who don't want to pursue the ATAR alternative.

- Design Photography (GEDESP / GTDESP)
In the absence of sufficient enrolment, students may choose to enrol in Arts Lab
- Drama (GEDRA / GTDRA)
- Media Production and Analysis (GEMPA / GTMPA)
- Music (GEMUS / GTMUS)
- Visual Art (GEVAR / GTVAR)

The Arts GENERAL courses at Wesley College may be offered as combined 11 GENERAL/ ATAR and combined 12 GENERAL/ATAR courses, with the GENERAL students on modified assessment tasks and schedule. As with all courses, the decision to run a course is dependant on enrolment.

All Arts GENERAL courses are complimentary to Arts Lab, allowing students to opt for a practical and immersive arts experience.

How are you assessed?

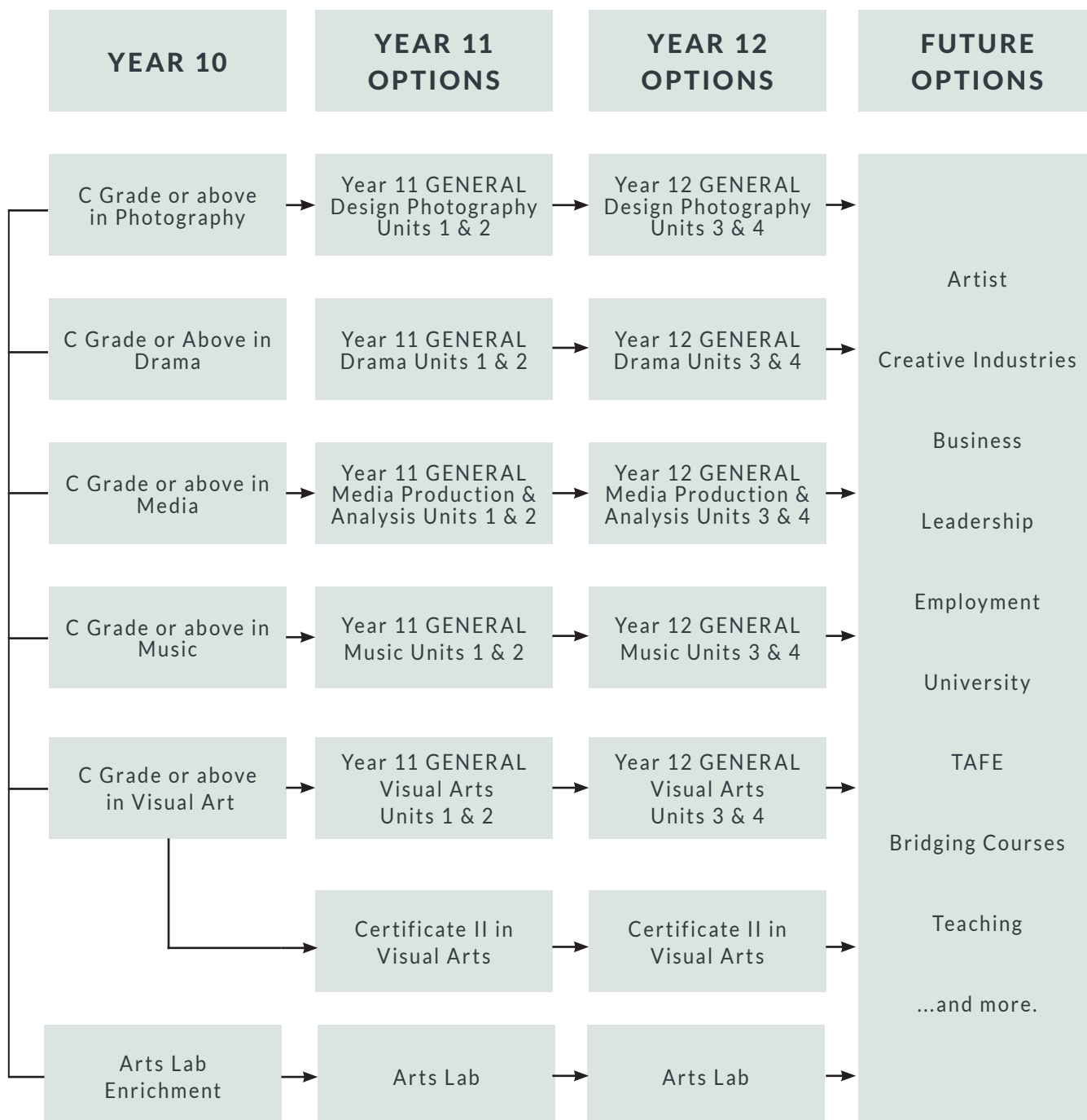
Due to the combined GENERAL/ATAR classes, the assessment tasks and schedule for the GENERAL courses are modified alongside the ATAR courses. Please note students are required to complete one Externally Set Task (EST) worth 15% for each of the Year 12 GENERAL courses.

	YEAR 11		YEAR 12	
	Assessment	Weight	Assessment	Weight
Design	Production	70%	Production	65%
	Response	30%	Response	20%
			EST	15%
	Assessment	Weight	Assessment	Weight
Drama	Production	70%	Production	55%
	Response	30%	Response	30%
			EST	15%
	Assessment	Weight	Assessment	Weight
Media Production and Analysis	Production	70%	Production	60%
	Response	30%	Response	25%
			EST	15%
	Assessment	Weight	Assessment	Weight
Music	Performance	40%	Performance	40%
	Response	60%	Response	45%
			EST	15%
	Assessment	Weight	Assessment	Weight
Visual Art	Production	70%	Production	65%
	Response	30%	Response	30%
			EST	15%

Please consult with teachers from the specific Arts subject areas, or the Arts and Music Head of Learning Areas, Mr. Rob Bygott and Mr. Cameron Van Reyk, to seek further information or advice.

PATHWAYS

The most common course selections are represented in the block diagram below.



Although the diagrams above indicate that a C Grade in the Year 10 course is a minimum requirement, if there is a genuine interest in the subject area, a student can enter a Year 11 GENERAL class without having done the Year 10 course. Students will be considered on a case-by-case basis. Please consult with specific Arts subject area teachers and the Arts and Music Head of Learning Areas to seek further information or advice.

CUA20720 Certificate II in Visual Arts

Please note:
This course is
delivered over
two years

Course Description

The CUA20720 Certificate II in Visual Arts is an entry-level qualification, delivered over two years. It is aimed at students who want to develop creative and technical skills that underpin visual arts practice. Students may wish to study a pathway and application from this course that provides a specialist visual arts outcome, depending on the electives studied. The course is delivered in the context below:

- Product design and manufacture
- Drawing techniques
- Design process
- Painting and printmaking skills
- Ceramic and sculptural skills

To obtain this qualification, students must complete 9 units, comprising 4 core units and 5 elective units. Throughout the course, there will be multiple opportunities for students to demonstrate competence. Each unit area comprises resources and assessment activities.

Course Units

CORE	DESCRIPTION
BSBWHS211	Contribute to health and safety of self and others
CUAACD201	Develop drawing skills to communicate ideas
CUAPPR211	Make simple creative work
CUARES202	Source and use relevant information to own arts practice
ELECTIVES	DESCRIPTION
CUASCU211	Develop sculptural skills
CUAPAI211	Develop painting skills
CUAPRI211	Develop printmaking skills
CUADES201	Follow a design process
CUACER201	Develop ceramic skills

Assessment

Achievement is demonstrated through successful completion of assessments, both practical and/or written, against each of the units of competency listed above. Students are assessed as either being competent or not meeting the requirements. Students will need to demonstrate competence in each unit of competency to achieve this qualification. Students will sit a Language, Literacy and Numeracy (LLN) assessment to determine their suitability for the course and whether extra support is required.

Future Pathways

Visual Arts related industries, such as interior design, graphic design, painting and decoration, fashion design, makeup artist, artist or crafts person, gallery officer, set designer and photographer. There are no additional charges for participation in this certificate.

CUA20720 Certificate II in Visual Arts

This qualification is delivered and assessed at school in partnership with Australian Institute of Education and Training (AIET), RTO code 121314. Students who have been assessed as meeting the requirements of the training package will be issued with an AQF Certification.



English.

YEAR 11 AND 12 ENGLISH COURSES (AND CODES)

- Literature ATAR (AELIT/ATLIT)
- English ATAR (AEENG/ATENG)
- English as an Additional Language/Dialect ATAR (AEELD/ATELD)
- English GENERAL (GEENG/GTENG)

WHY STUDY ENGLISH?

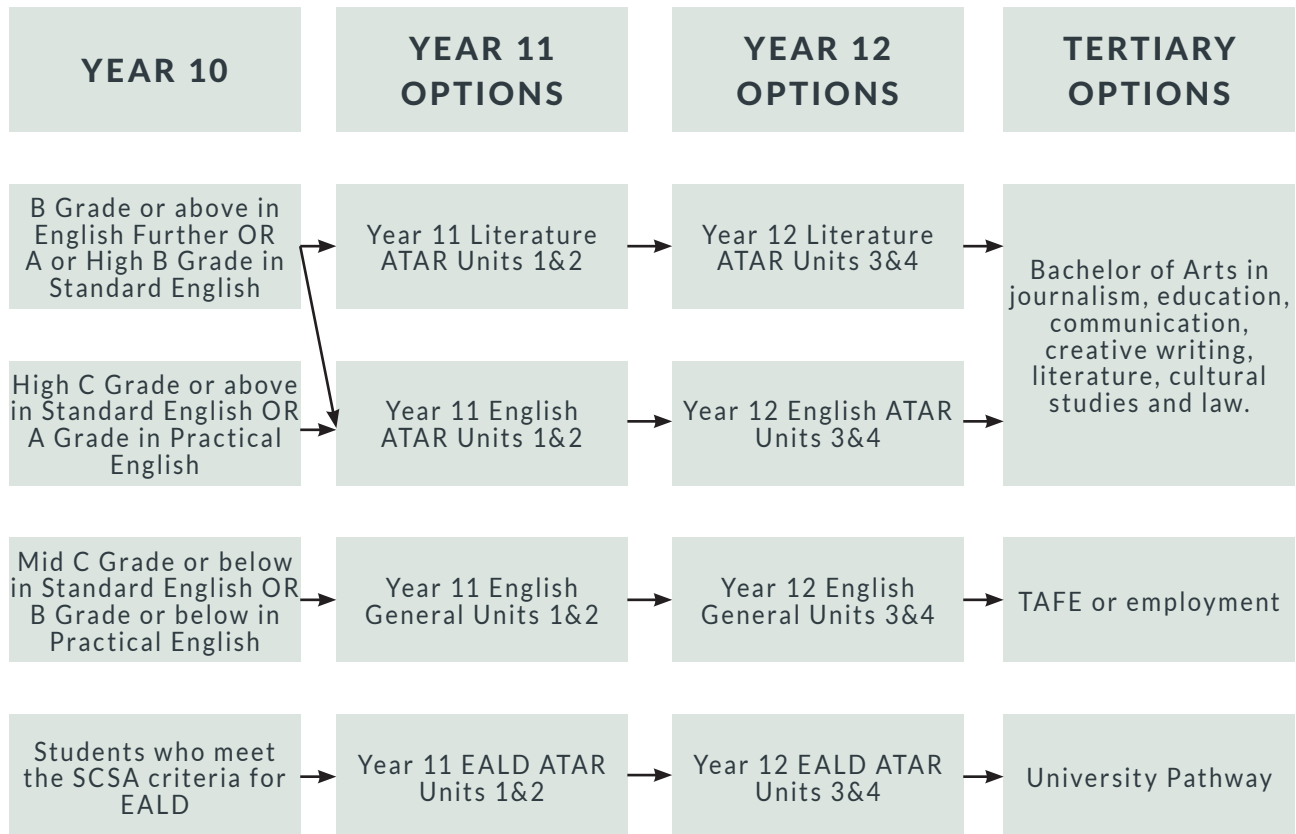
At its simplest level, when you study English you study the fundamentals of modern communication: reading, writing, viewing, speaking and listening.

However, English is also so much more than this. English teaches you how language works - its power and its beauty. It teaches you to question and critique the world around you. You engage with and appreciate a wide range of texts and text types, covering familiar and unfamiliar topics. You learn about the lives of others, in Australia and around the world, in the present and the past.

You also learn skills for life post-school, including written and verbal communication, analysis, and critical thinking and creativity, which can be transferred to a wide range of occupations and contexts.

PATHWAYS

The most common course selections are represented in the block diagram below.



English Learning Area FAQs

Do I have to study English? Yes! In order to meet the breadth and depth requirements of the WACE, all students must complete four units from an English Learning Area course across Year 11 and 12, including at least one pair of Year 12 units.

Can I do Literature if I did not study Further English in Year 10? Absolutely! Students who achieved an A or high B grade in Standard English are strongly encouraged to take Literature in Year 11 and 12. Those students who achieved a mid-B grade or below should speak to their classroom teacher or the English HOLA about their suitability for a Literature pathway. A passion for reading and a commitment to the rigours of the course are the most important prerequisites.

What are the main differences between Literature ATAR, English ATAR and English General? Literature ATAR focusses almost exclusively on the study and analysis of poetry, prose and drama. However, you will still do some creative writing in these three forms and you will engage in oral presentations. Literature requires a commitment to pre-reading.

Unlike Literature, where you are predominantly limited to studying the three text types of poetry, prose and drama, English ATAR covers a wide range of text types. You will spend about two-thirds of your time analysing these texts and the remaining third will be composing your own texts in a variety of forms. You will also engage in oral presentations. In English, there is less pre-reading expected than in Literature, but the workload in terms of homework, study and preparation is rigorous and comparable with other ATAR subjects.

The English General course develops skills of comprehension and composition across a range of personal, workplace and community contexts. It also does not currently satisfy the English competency requirements for many universities. English General is focussed more on the practical application of the English language.

Can I study both English and Literature? Absolutely! TISC now allow this as an acceptable combination and so both courses can be counted towards your ATAR score.

What are the literacy and English competency requirements for WACE and university entrance? In order to achieve your WACE, you will need to have attained Band 8 or above in NAPLAN or Category 3 in OLNA. You will also need to have completed four English Learning Area units in Year 11 and 12. These can be ATAR or General units, provided that you complete a pair of units in Year 12.

The requirements for English competency to enter university are different and additional to the requirements to achieve a WACE. Please check the TISC handbook carefully, when released later in the year. The effects of scaling and moderating change each year and are dependent on a number of factors but, generally speaking, those students with an end of Year 12 school mark of 58% or below tend to be impacted significantly by the scaling and moderating process.

Literature ATAR

Who is this course for?

Literature ATAR is for those students with a critical mind, who enjoy reading and exploring the contexts surrounding texts. If you are the type of student who enjoys subjects such as History, Psychology and/or Philosophy, then Literature complements these.

Ideally, you should be exiting Year 10 with an A or B grade in Further English or an A or high B in Standard English but a passion for literature and a commitment to the course are the most important prerequisites.

What do you study?

Each year you will study at least two poets and their works, two novels or other prose fiction and two plays, along with a wide range of supporting texts and literary theory. You will engage with the classics as well as more contemporary works.

The Literature course focusses on developing your analytical skills through offering your own readings of texts, considering literary traditions, context, values, attitudes, representations, generic conventions and literary techniques. It also teaches you how to apply existing literary theories to your readings. The course allows you to engage in rigorous discussions surrounding the world we live in, the issues, attitudes and place of texts in our society.

You will also learn to create your own original poetry, prose and/or drama texts.

How are you assessed?

The majority of the Literature course mark comes from analysis. You will respond to both unseen texts and those studied in class from the Literature set textual list, in either short or extended essay form, in-class or at home. The remainder of your mark comes from oral and creative tasks.

You will also complete a three-part written examination at the end of each semester. The assessment weightings of components for both Year 11 and 12 is as follows:

Assessment	Weight
Extended written response	10-20%
Short written response	30-40%
Creative production of a literary text	10-20%
Oral	10-20%
Examination	20-30%

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

English ATAR

Who is this course for?

The English ATAR course is for those students on a university pathway who enjoy the breadth and diversity of all the English Learning Area has to offer. Students who enrol in this course should be exiting Year 10 with an A to C grade in Further English, an A to high C in Standard English, or an A in Practical English.

What do you study?

In English ATAR you will study a wide range of texts and text types, including novels, short stories, films, documentaries, television, podcasts, speeches, blogs, feature articles, memoirs, autobiographies and biographies. These texts will be drawn from your contemporary world, the past, and from Australia and other cultures.

The English course focusses on developing both your analytical and creative skills. You will examine the genre, purpose, audience and context of the texts you study, as well as the various ideas, issues, perspectives, representations, attitudes, values and voices they offer through their purposeful construction. You will also engage in robust discussions and create your own imaginative, interpretive and persuasive texts.

How are you assessed?

Primarily, the assessments across Year 11 and 12 in this course mirror the three sections of the WACE English examination: short answers on unseen texts, extended essays on studied texts, and composition of your own texts, in a variety of genres. You will also participate in at least one speaking and listening task per semester and you will complete a three-section written examination at the end of each semester.

Assessment	Weight
Responding	35-40%
Creating	35-40%
Examination	20-30%

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

EAL/D ATAR

Who is this course for?

English as an Additional Language or Dialect ATAR is for those students on a university pathway who speak English as an additional language or dialect, and whose use of Standard Australian English (SAE) is restricted. To enrol in this course, you must meet the following SCSA-set criteria by the Year 12 enrolment deadline:

- Your first language is not English, and you have not resided in Australia or another predominantly English-speaking country for a total period of more than seven years prior to 1 January of the year you will be in Year 12, and you have been enrolled at schools where English has not been the main language of communication and/or course delivery for more than seven years immediately prior to 1 January of the year you will be in Year 12.
- OR
- You are Aboriginal or Torres Strait Islander, or from Cocos Island or Christmas Island, and SAE is an additional language/dialect for you, and SAE has been the language of instruction at your school but your exposure to it was primarily within this school context.

For further information: [SCSA Eligibility Guide](#)

What do you study?

In EAL/D ATAR you will learn about the structure and linguistic features of spoken and written Standard Australian English (SAE) so that you can communicate effectively in a range of contexts and for a range of purposes.

You will study a variety of texts and text types, including spoken, written and multimodal texts, as well as literary, academic and everyday texts. You will analyse the purpose, audience and context of these texts, and how they represent ideas, perspectives, attitudes, values, and culturally based assumptions. You will consider how these representations vary across cultures and within different contexts, particularly the Australian context, while exploring the interrelated nature of language and culture. You will also create your own texts for different purposes and audiences in different forms, modes and media.

How are you assessed?

You will be assessed in the EAL/D course in a number of ways, including research investigations; written, oral and multimedia responses to studied texts; production of written texts in different forms and genres; and oral productions, including group discussions, interviews, debates, conversations and speeches. You will also complete an oral and written examination at the end of each semester.

Year 11

Assessment	Weight
Investigation	20%
Response	20%
Production (written)	20%
Production (oral)	20%
Written examination	20%

Year 12

Assessment	Weight
Investigation	15%
COAT (Common Oral Assessment Task)	10%
Production (Oral)	10%
Production (written)	20%
Response	15%
Written examination	30%

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

English General

Who is this course for?

English General is for those students on a General, Certificate or VET pathway. Students who have exited Year 10 Standard English with a mid C or below, or Practical English with a B grade, or below, are recommended to enrol in English General.

What do you study?

The English General course focusses on consolidating and refining the skills and knowledge you need to become competent, confident and engaged users of English in everyday life, further education or training, and workplace contexts. It shares many similarities with its English ATAR counterpart - you will comprehend, analyse, interpret and evaluate a wide range of texts and text types while creating analytical, imaginative, interpretive and persuasive texts in written, oral, multimodal and digital forms.

The course equips you with the skills to enjoy and value using language for both imaginative, personal and practical purposes.

How are you assessed?

You will respond to studied texts and unseen texts in a variety of ways, including using short answer and essay forms. You will also create texts of your own for specific purposes, audiences and contexts. Each semester you will undertake an oral task and you will also practice for the Externally Set Task that is a requirement of the Year 12 course.

YEAR 11		YEAR 12	
Assessment	Weight	Assessment	Weight
Responding	40-60%	Responding	40%
Creating	40-60%	Creating	45%
		Externally set task	15%

Health and Physical Education.

YEAR 11 AND 12 HEALTH AND PHYSICAL EDUCATION COURSES (AND CODES)

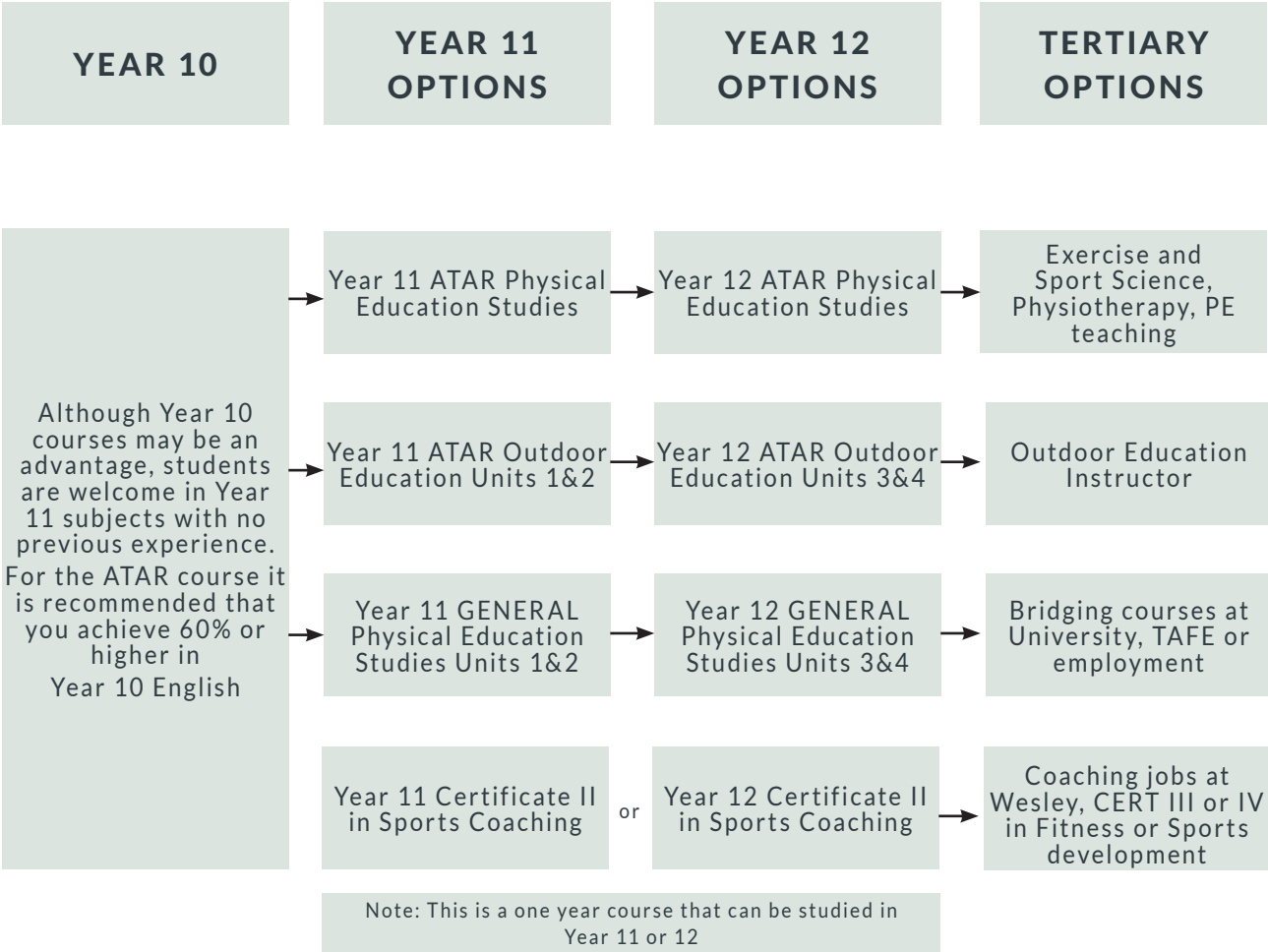
- Physical Education Studies ATAR (AEPES/ATPES)
- Physical Education Studies GENERAL (GEPES/GTPES)
- Outdoor Education ATAR (AEOED/ATOED)
- SIS20321 Certificate II in Sport Coaching (C2SPC)

WHY STUDY HEALTH AND PHYSICAL EDUCATION?

In Year 11 and 12, we offer the Physical Education Studies course for our ATAR students, Physical Education Studies for our General students and the SIS20321 Certificate II in Sport Coaching, which is open to students on any educational pathway.

PATHWAYS

The most common course selections are represented in the block diagram below.



Physical Education Studies

ATAR

Who is this course for?

Physical Education Studies is an ATAR pathway course intended for students who aspire to study at university after leaving school. The course content is specifically designed to help a student improve their own sporting performance by gaining an understanding of the practical and theoretical aspects of sport.

The practical component is worth 30% of the final year mark and involves instruction in the sports of Badminton and Touch as well as an introduction to the formal SCSA testing that is a part of the Year 12 course.

The theoretical component is worth 70% and is designed around six interrelated themes: Functional anatomy, Exercise physiology, Motor learning and coaching, Biomechanics and Sports psychology.

Students who do well in this course typically, but not exclusively, have a strong interest and aptitude in sport and a strong desire to apply their knowledge to improve their own sporting performance. An exposure to the theoretical concepts from Year 10 Sports Science (Major) is very helpful but is not essential for success in this area.

Students are required to complete assessments of various formats: sixty-minute response tests to assess their understanding of the syllabus and investigation tasks, which are extended pieces of work requiring independent research and the application of knowledge to various different sports.

The Physical Education Studies course, like all ATAR courses, has external assessments and internal assessments. The external ATAR examinations consist of a thirty-minute practical performance, worth 30% of their examination mark, in a sport of their choice selected from a list provided by SCSA, and a 2.5 hour written examination, worth 70% of their mark.

What do you study?

Developing physical skills, strategies and tactics:

- frameworks for understanding tactical problems and appropriate strategic, tactical and technical responses
- development of technique in order to perform a skill repertoire in a selected sport
- knowledge of performance from both technical and tactical perspectives
- effective strategies for improving personal competence.

Motor learning and coaching:

- roles and leadership styles for the effective management of training and coaching sessions
- analysis of learning and skill development to improve performance
- information processing during skill performance
- the design of effective instruction and provision of feedback
- teaching strategies and techniques to improve skill execution
- analysis of performance.

Functional anatomy:

- the structure and function of the musculoskeletal systems
- the structure and function of the circulatory, respiratory and neuromuscular systems
- production of movement.

Biomechanics (no calculations required):

- biomechanical principles, concepts and laws of motion
- analysis of movement
- application of biomechanical principles to improve the quality of movement.

Exercise physiology:

- examination of the physiological capacities (metabolic, cardiorespiratory and neuromuscular)
- knowledge of the body's circulatory and respiratory systems as an essential basis for exploring preparedness for participation and performance potential
- nutrition to meet the energy demands of participation in different activities and environmental conditions
- principles of training
- training types to improve components of fitness
- key characteristics of training program design and evaluation
- immediate and extended care of the injured athlete.

Sports psychology:

- application of group dynamics theories/models and understandings
- skills and processes associated with goal setting, stress management, visualisation, concentration and motivation
- regulation of self-imagery and arousal levels
- influence of varying groups on mental skill preparation (age, skill level, and type of activity).

How are you assessed?

Year 11

Assessment	Weight
Practical (performance) Performance is assessed in the sport(s) of Badminton and Touch. Evidence can include direct observation, checklists, and/or the use of video.	30%
Investigation Students plan and conduct research and communicate their findings. Evidence can include journals, training diaries, essays, laboratory reports, oral presentations and/or the use of video.	15%
Response Students analyse and respond to questions, stimuli or prompts. Evidence can include topic tests, summaries, essays and/or oral presentations.	15%
Examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.	40%

Year 12

Assessment	Weight	To SCSA	For combined mark
Practical component			
Practical (performance) Students demonstrate their ability to adapt and adjust skills and tactics in the sport(s) studied at school while performing within a competitive situation. The assessment must be completed by the teacher and conducted within the school environment within the nominal hours of the course. Evidence can include: direct observation, checklists, use of video and/or oral presentation (*1) (*1) Oral presentation is recommended for assessment of students who, at the time of assessment, are unable to participate due to illness or injury. The format of this assessment should reflect the alternative examination.	70%	100%	30%
Practical (performance) examination Typically conducted at the end of semester and/or unit and reflecting the practical examination design brief for this syllabus. Students demonstrate their ability to adapt and adjust skills and tactics in a sport (*2) studied at school while performing within a competitive situation. The assessment must be completed by the teacher and conducted within the school environment within the nominal hours of the course. (*2) If a class is studying one sport for the whole year, the examination will be on that sport at different times of the year. If a class is studying two sports, each examination will cover one of the sports studied.	30%		

Year 12

Assessment	Weight	To SCSA	For combined mark
Written component			
Investigation Students plan and conduct research and communicate their findings. Evidence can include: journals, training diaries, essays, laboratory reports, oral presentations and/or the use of video	20%	100%	70%
Response Students analyse and respond to questions, stimuli or prompts. Evidence can include: topic tests, summaries, essays and/or oral presentations.	25%		
Written examination Typically conducted at the end of each semester and/or unit and reflecting the written examination design brief for this syllabus.	55%		

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Physical Education Studies General

Who is this course for?

The course appeals to students from any background who enjoy sport and physical activity. Within the course content, students analyse the physical performances of themselves and others, apply theoretical principles and plan programs to improve their performance. Physical activity and sport are used to develop skills and performance, along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications

What do you study?

The Physical Education Studies General course contributes to the physical, social and emotional growth of students. Throughout the course, emphasis is placed on understanding and improving performance and the integration of theory and practice is central to studies in this course. The course focusses on the interrelationships between motor learning and psychological, biomechanical and physiological aspects that affect individual and team performance. Students play roles as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies General course cannot be separated from active participation in physical activities and involves students in closely integrated written, oral and physical learning experiences based upon the study of selected physical activities.

Developing physical skills and tactics

Students explore the practical and theoretical components required to improve the performance of themselves and others in skills and tactics related to physical activities. They examine basic and advanced movement patterns, apply tactical awareness and understand the analysis of movement in order to improve the quality of skill performance. Content includes:

- frameworks for understanding tactical problems and appropriate tactical and technical responses
- development of technique in order to perform a skill repertoire in a selected sport
- knowledge of performance from both technical and tactical perspectives
- effective strategies for improving personal competence.

Motor learning and coaching

Effective instruction and coaching is explored through appropriate skill practices and the design of tactical challenges. Content includes:

- roles and leadership styles for the effective management of training and coaching sessions
- analysis of learning and skill development to improve performance
- information processing during skill performance
- the design of effective instruction and provision of feedback
- teaching strategies and techniques to improve skill execution
- analysis of performance.

Functional anatomy

Knowledge of functional anatomy provides a foundation for the development of a biomechanical understanding of movement. Content includes:

- the structure and function of the musculoskeletal systems
- the structure and function of the circulatory, respiratory and neuromuscular systems production of movement.

Biomechanics

Note: No calculations required. Observation, description and biomechanical analysis of movement are underpinned by movement principles and concepts. Content includes:

- biomechanical principles, concepts and laws of motion
- analysis of movement
- application of biomechanical principles to improve the quality of movement.

Exercise physiology

Students study physiological capacities and the influence of energy systems to improve performance in physical activity and structured training. Content includes:

- examination of the physiological capacities (metabolic, cardiorespiratory and neuromuscular)
- knowledge of the body's circulatory and respiratory systems as an essential basis for exploring preparedness for participation and performance potential
- nutrition to meet the energy demands of participation in different activities and environmental conditions
- principles of training
- training types to improve components of fitness
- key characteristics of training program design and evaluation
- immediate and extended care of the injured athlete.

Sport psychology

The development of mental skills is recognised as being essential to improving performance and facilitating positive group dynamics. Content includes:

- application of group dynamics theories/models and understandings
- skills and processes associated with goal setting, stress management, visualisation, concentration and motivation
- regulation of self imagery and arousal levels
- influence of varying groups on mental skill preparation (age, skill level, and type of activity).

How are you assessed?

Assessment	Weight
Practical (performance) Students demonstrate their ability to adapt and adjust skills and tactics in the sport(s) studied at school while performing within a competitive situation. The assessment must be completed by the teacher and conducted within the school environment within the nominal hours for the course. Evidence can include: direct observation, checklists, and the use of video.	50%
Investigation Students plan and conduct research and communicate their findings. Investigation findings can be communicated in any appropriate form, including: written (journals, training diaries, essays and laboratory reports), oral and/or video.	25%
Response Students analyse and respond to questions, stimuli or prompts. Student responses can be written (topic tests, summaries, essays) and/or oral.	25%

All of the assessments are set by Wesley College staff except for the Year 12 Physical Education Studies course in which the students are also required to take an Externally Set Task which is an assessment that is common to all Year 12 students across the state.

Externally set task A written task or item or set of items of 50 minutes duration developed by the School Curriculum and Standards Authority and administered by the school.	15%
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Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Outdoor Education ATAR

In collaboration with Penrhos College, this course will involve online learning and face to face practical activities.

Who is this course for?

Outdoor Education ATAR is a fit for any student with a passion for the outdoors, adventure, leadership and those passionate about living in a more sustainable world. The course consists of a 70% theory component and 30% practical component, these have an emphasis on developing self-awareness and leadership through opportunities to plan for and facilitate outdoor experiences.

Through different modes of travel and theoretical study, students will enhance their activity-specific skills on expeditions in wilderness and remote areas where an environment of experiential education and physical challenge is harnessed.

This course provides students with an opportunity to develop valuable life and outdoor recreation skills whilst learning about our environment. This, paired with an opportunity to develop a comprehensive understanding of the environment will help foster positive relationships with nature.

Students will also have the opportunity to plan their own expeditions, learning about personal and group logistical preparation and planning. A focus on relationships - self, team, and others will be a priority, where students can identify connections to the outdoors and wellbeing. Concepts and strategies such as risk management, leadership and environmental interpretation will be studied both within the classroom and beyond the school gates.

Unit1 and 2 (YR 11) will include:

Outdoor experiences

- Planning
- Skills and practices
- Safety

Self and others

- Personal skills
- Working with others
- Leadership

Environmental awareness

- The environment
- Relationships with nature
- Environmental management

Unit 3 and 4 (YR 12) builds on content learned in year 11 and will include:

Outdoor experiences

- Planning
- Skills and practices
- Safety

Self and others

- Tools and processes
- Personal skills
- Working with others
- Leadership

Environmental awareness

- The environment
- Relationships with nature
- Environmental management

How are you assessed?

Throughout Year 11 students will be assessed in the following ways:

Assessment	Year 11	Year 12
	Weightings	
Investigation Students plan and conduct research and communicate their findings. Evidence can include expedition manuals or journals, diaries, essays, reports, stories, oral and/or video presentations.	20%	10%
Performance in outdoor adventure activities Students develop and refine skills and strategies used in outdoor adventure activities. Evidence is collected over a period of time and can include checklists/rubrics, direct observation and/or video	10%	10%
Expedition skills Students apply skills and strategies while on expedition. Evidence is collected through direct observation, and/or the use of video and/or photographs	20%	20%
Response Students analyse and respond to stimuli or prompts. Evidence can include reflections, logbooks, journals, tests, summaries and/or essays.	20%	20%
Examination Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.	30%	40%

Further Information

[SCSA Curriculum Documents](#)

SIS20321 Certificate II in Sport Coaching



Who is this course for?

SIS20321 Certificate II in Sport Coaching is a VET course offered to students in Years 11 and 12 who would like to learn about becoming a sports coach. Wesley has an auspice arrangement through the Australian Institute of Training and Education (AIET).

This qualification provides a pathway to work in assistant coaching roles working or volunteering at community-based sports clubs and organisations in the Australian sport industry. Individuals with this qualification use a defined and limited range of basic coaching skills to engage participants in a specific sport and are involved in mainly routine and repetitive tasks using limited practical skills and sport based industry knowledge. They work under the supervision of a coach. To obtain this qualification, students must complete 7 units.

Course Units

CORE	DESCRIPTION
HLTAID011	Provide first aid
SIRXWHS001	Work safely
SISSSCO002	Work in a community coaching role

ELECTIVE	DESCRIPTION
SISSBSB001	Conduct basketball coaching sessions with foundation level participants
SISXCAI001	Provide Equipment for Activities
SISSSOFO03	Officiate sport competitions
ICTICT214	Operate application software packages

SIS20321 Certificate II in Sport Coaching

This qualification is delivered and assessed at school in partnership with Australian Institute of Education and Training (AIET), RTO code 121314. Students who have been assessed as meeting the requirements of the training package will be issued with an AQF Certification. Please note Allens Training (RTO Code 90909) is used to deliver HLTAID011.

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Humanities and Social Sciences.

YEAR 11 AND 12 HUMANITIES AND SOCIAL SCIENCES (HASS) COURSES (AND CODES)

- Accounting and Finance ATAR (AEACF/ATACF)
- Business Management and Enterprise ATAR (AEBME/ATBME)
- Economics ATAR (AEECO/ATECO)
- Geography ATAR (AEGEO/AEGEO)
- Modern History ATAR (AEHIM/ATHIM)
- Philosophy and Ethics ATAR (AEPAE/ATPAE)
- Politics and Law ATAR (AEPAL/ATPAL)
- Business Management and Enterprise GENERAL (GEBME/ GTBME)

WHY STUDY HASS?

The subjects that fall under the umbrella of Humanities and Social Sciences at Wesley College are vast. They include Accounting and Finance, Business Management and Enterprise, Economics, Geography, History, Philosophy and Ethics, and Politics and Law. The study of one or more of these subjects leads to in-depth knowledge and understanding of the world you live in and encourages you to think critically and creatively about your impact on the future. You will learn life-long skills of interpreting information in written form as well as through images, data and diagrams and you will continuously be exposed to current events, both within and outside Australia. A study of Humanities and Social Sciences subjects is well regarded by universities and employers as it demonstrates strong communication skills, innovative thinking and active citizenship.

PATHWAYS

The most common course selections are represented in the block diagram below.



It includes ----> where subjects are closely related. However, all HASS disciplines interconnect with one another and study of one subject will support the learning of another.

Accounting and Finance ATAR

Who is this course for?

Anyone who:

- has a keen interest in topics such as business or commerce
- likes money
- is a logical thinker
- may be considering a career related to business, commerce or finance
- is reasonably competent with Mathematics and English

What do you study?

In Year 11, the syllabus continues to develop student understanding and skills gained from the Years 7–10 Economics and Business curriculum. There is a focus on business in Australia's economy, types of business ownership, and the recording, processing and evaluating of financial information. It explores the way that business processes are influenced by social, environmental and ethical factors, governments and other bodies. This syllabus also continues to develop the business skills of interpretation and analysis of business data and/or information, and the application of business and financial concepts and capabilities.

In Year 12, students continue to develop a deeper understanding of the fundamentals on which accounting and financial management are based. The focus for Unit 3 is on internal management for business. The unit distinguishes between internal and external reporting requirements. Decision-making processes using cost accounting techniques and critical analysis of financial information are featured. Students explore the importance of short and long term planning for business. Whilst in Unit 4, students focus 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.

How are you assessed?

The assessment weightings of components for both Year 11 and 12 is as follows:

Assessment	Weight
Tests	50%
Projects	10%
Examination	40%

FAQ: Is Year 10 Accounting a prerequisite to studying Accounting and Finance in Years 11 and 12? It is not necessary but helpful.

FAQ: Do you need to be strong in Mathematics? Being a logical thinker definitely helps. However, provided you can use a calculator you can do well.

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Business Management and Enterprise ATAR

Who is this course for?

This course is for students who intend to live and work in this world and who are good at thinking creatively to solve problems and analyse situations to create solutions. This is a course where you apply business models to scenarios. This course brings together Politics & Law, Accounting, Economics, Ethics and Geography in real world international situations, and gives you an understanding of what is required to start up a business and gain advantage in a globalised world.

What do you study?

Year 11 covers marketing strategy, business plans, business law and human resources in an Australian context. Year 12 moves to an international business focus and covers operations, global marketing strategy, strategic planning, and basic financial analysis, which is the same as the Year 11 ACF Ratio analysis topic.

Year 11 learning modules include business planning, Human Resources and contract law, marketing, consumer law, business image, organisational structures, leadership and motivation. Year 12 learning modules include business concepts, business in society and innovation and operations

How are you assessed?

You are assessed on real world case studies, short responses, extended responses, investigations and an examination each semester.

Year 11		Year 12	
Assessment	Weight	Assessment	Weight
Research (and validation tests)	30%	Research (and validation tests)	30%
Response (tests)	40%	Response (tests)	30%
Examination	30%	Examination	40%

FAQ: Is there much writing? Yes. It is expected that students prepare extended response answers with scaffolding of questions.

FAQ: Do I have to have done Business Management and Enterprise in Year 10? Absolutely not as the content in Year 11 is taught as if you have not done any prior Business studies. However, your Year 10 Business studies would give you an advantage with business literacy.

FAQ: Is there much crossover of content with other courses? You will gain time efficiency if you also study Accounting, Economics or UniReady, and you will be able to use leadership concepts from Physical Education Studies, environmental issues from Geography, and legal and political issues from Politics and Law to analyse the external business environment, as well as the contract and consumer law topics.

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Economics

ATAR

Who is this course for?

This course is for students who have an interest in the world around them. Economics is current and is always changing. We study a wide range of contexts from the environment, trade wars and the sales of concert tickets. Economics examines human behaviour, how firms and markets operate, and how the government functions. It is always relevant.

Economics teaches us how to make well-informed decisions and effective choices. A large part of the subject is decision-making and how to apply theory and concepts to the real world. Through studying Economics, you develop a financial awareness that is beneficial no matter what your career aspirations may be.

Economics students are highly valued as they display strong analytical and communication skills and use critical thinking in their approach to current events. They manipulate models and use statistics, mathematics and written information to develop their understanding of the world.

Economics helps with business and finance. It develops an interest in the economy, an understanding of how a business works and knowledge of how to analyse markets, examine Australian economic policies and understand Australia's links to the global economy.

This course is for anyone who:

- has a keen interest in topics such as taxes, exchange rates and investment;
- likes reading about current events, particularly relating to Australian but also global events;
- can apply theories and concepts to the real world;
- may be considering a career related to commerce or finance;
- is good with mathematics, statistics and diagrams.

What do you study?

The focus of the Economics course is on the Australian economy. In Year 11, the course begins by studying Microeconomics and Markets. The emphasis is on classical concepts such as demand, supply, prices, and equilibrium. In Semester Two the focus changes to Macroeconomics, where key topics such as economic growth, unemployment and inflation are studied. These concepts are directly linked to recent trends in Australia's economy.

In Year 12 the course looks at Australia in a global context and economic policies to manage the economy in areas such as monetary and fiscal policy, productivity, trade, overseas sector and the operation of the economy, economic policy and action.

How are you assessed?

All assessments are undertaken in class and may be in the form of multiple-choice, data interpretation questions and extended responses.

Year 11		Year 12	
Assessment	Weight	Assessment	Weight
Data interpretation/Short answer	20%	Data interpretation/Short answer	30%
Investigation	20%	Extended Answer	30%
Extended Answer	20%	Examination	40%
Examination	40%		

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Geography ATAR

Who is this course for?

If you enjoy learning about the planet you live upon and how humans interact with the natural environment, and vice versa, then Geography is for you. You will learn how to apply your literacy and numeracy skills in a practical way through the analysis and interpretation of maps, graphs, data and diagrams, and by learning about events via inquiry and research. Geography is a varied subject where you learn theory and new vocabulary and then put this into use in your learning of depth studies and real-world events.

The examination is divided into three sections; multiple-choice, short answer and extended response, and approximately 20% of your marks will come from topographic mapping exercises. Any workplace or university course will value your study of Geography as it proves you can apply your critical thinking and communication skills to new situations.

What do you study?

The over-arching theme of ATAR Geography is sustainability, a concept that is fundamental to anything you approach in your future. Each unit across Years 11 and 12 is enhanced through compulsory field trips, these include a visit to the Perth Hills Discovery Centre, a day looking at a multi-national company, exploration of various environmental and urban programs being implemented in Perth and a virtual visit to New York.

Unit 1 is about the study of Natural and Ecological Hazards where students learn about bushfires and an infectious disease, such as Ebola or Chernobyl, a nuclear disaster. Students investigate the causes and impacts of these hazards, make comparisons with developed countries and investigate the risk management strategies used by people to protect against the impacts of hazards.

Unit 2 is entitled Global Networks and Interconnections. The first study focusses on analysing a multi-national company to understand the process of globalisation and the changes in the production and consumption of their food-based goods. The second depth study allows students to choose one of the football codes, and investigate its spread and adaptation around the globe.

In Unit 3 students study Global Environmental Change and assess the impacts of land cover transformations with particular reference to climate change or biodiversity loss, and evaluate various programs designed to make improvements in how people utilise the world.

Unit 4 looks at Planning Sustainable Places and investigates the challenges faced in both rural and urban places. Metropolitan Perth and the megacity of New York are studied in detail with reference to how people respond to challenges in urban planning and how this influences future sustainability and liveability.

How are you assessed?

Year 11		Year 12	
Assessment	Weight	Assessment	Weight
Geographical inquiry / Fieldwork	30%	Geographical inquiry / Fieldwork	20%
Response / Practical skills	40%	Response / Practical skills	40%
Examination	30%	Examination	40%

FAQ: Is there much writing? You will write two extended responses at the start of Year 11, progressing to four in Year 12. An extended response in Geography will be a maximum of two sides of A4.

FAQ: What subjects are compatible with Geography? All of them! Geography goes especially well with any other HASS subject, Science or UniReady.

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)



Modern History

ATAR

Who is this course for?

- Students who have a genuine interest in past events, people, and societies.
- Students who are interested in understanding how events and people have an impact on their context and shape the society in which they live.
- Students who enjoy reading and feel comfortable writing long responses.
- Students who are prepared to question their own personal opinions and understandings of the world.
- Students who are interested in the lives of others and in understanding the experiences of a range of groups and individuals in the past.

What do you study?

In Year 11 you study Unit 1: Understanding the Modern World and Unit 2: Movements for change in the 20th Century. Students explore the development of capitalism during the early 20th Century, considering the reasons for its development; how eras and events were both influenced by capitalism and in turn transformed American capitalism; and how different groups in society fared under this system. Unit 2 considers the rise of Nazism in Germany as a response to contemporary social, economic, and political circumstances after the First World War. Intervention from foreign nations, social and political change are considered in terms of their causes and impact during the time. Students consider how Nazism shaped Germany, considering the historical debate around issues such as Hitler's leadership and the causes and origins of the Holocaust.

In Year 12, Unit 3: Modern nations in the 20th century, looks at key developments that have helped to define the modern world, important ideas and their consequences. This provides a context for a study of Russia between 1914 – 1945 and the significant ideas of the period including Marxism, communism and the internal divisions such as the Civil War and rise of the Bolsheviks, as well as impacts and cultural revolutions of the time.

Unit 4 looks at the changing European world since 1945, the Arms and Space Races which lead to focus on the Cold War, the collapse of communism and the impacts of the numerous 'races' to the eventual development of the EU and EEC.

How are you assessed?

Year 11		Year 12	
Assessment	Weight	Assessment	Weight
Historical inquiry	20%	Historical inquiry	20%
Explanation	20-30%	Explanation	20%
Source Analysis	20-30%	Source Analysis	20%
Examination	30%	Examination	40%

FAQ: How is the examination structured? The final examination is three hours in length, with two source analysis sections and two essays.

FAQ: Is there much reading? The reading expectations vary throughout the course. There is less reading required in Year 11 than in Year 12. Extra resources and readings are provided during Year 12 for students to pursue outside of class time or as homework to further extend their understanding.

FAQ: Is there a lot of source analysis? Yes. Source analysis comprises 50% of the final examination, and there is a particular focus in Year 11 on building students' proficiency in analysing sources and responding to the key source questions in preparation for Year 12.

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Philosophy and Ethics

ATAR

Who is this course for?

Philosophy is a subject that attracts people who are deep thinkers and who are not content with simplistic answers. It is especially attractive to people who have an analytical bent of mind so people who are good at mathematics often show a great aptitude for philosophy. A strong preference for the humanities is also a good indication that you may be suited to Philosophy, as is a desire to enter such broad fields as law, politics, or education.

What do you study?

The Philosophy and Ethics course at Wesley explores such areas as:

- reality, for example, How can I be certain that I am not dreaming at the moment?
- knowledge, for example, How do we know that the sky is blue?
- language, for example, What does it mean to say that A is B?
- logic, for example, Either Fred is in Barcelona or he is in Rome. He is not in Rome, however. Is he therefore in Barcelona? Or could he be somewhere else?
- ethics, for example, Should euthanasia be legalised?

You will also learn to construct arguments and explain the basis for your beliefs.

In this course, each unit addresses three questions - How do we know? What is real? and How should we live?

In Year 11, Unit 1 addresses Reason and Persons, including topics such as critical reasoning (premises, inferences and conclusions); proof (evidence; inductive and deductive reasoning); personal and scientific worldview (including concepts of ultimate reality); and communities and governance. Unit 2, Reason and Culture, extends this learning into such areas as philosophical argumentation; hermeneutics (the science of interpretation); aesthetics (What do I find attractive?); and semiotics (the use of signs, symbols and signification). Further study building upon Unit 1 is undertaken under the rubrics of ultimate reality and governance.

Year 12 delves into Reason and Society, and Reason and Meaning, with students examining the mapping of arguments; humanism, religion and values; individualism and social identity; the ideals of a good society; and the ideals of politics and government before moving on to further study, enabling students to examine complex arguments; a number of higher order systems of inquiry; ways of understanding the relationship between religion and science; and ethical issues of life and death.

How are you assessed?

You are assessed in a variety of ways but the underlying principle is that of identifying the validity of the arguments of others and stating and supporting your own beliefs. Sometimes, you will be given a topic to discuss such as, 'It is wrong to eat meat because it involves killing animals' and it will be your job to formulate arguments for or against the topic. You may be asked to identify the parts of a given argument, such as the conclusion, and to explain whether or not an argument, as a whole, is valid. You will be asked frequently to write essays, carefully setting out your arguments for or against a particular proposition.

The assessment weightings of components in both Year 11 and 12 is as follows:

Year 11		Year 12	
Assessment	Weight	Assessment	Weight
Critical reasoning	20%	Critical reasoning	20%
Philosophical analysis and evaluation	30%	Philosophical analysis and evaluation	20%
Construction of argument	20%	Construction of argument	20%
Examination	30%	Examination	40%

FAQ: Does this subject involve a lot of reading? Yes, it does but, overall, you should find that it is no heavier than the course load for any other subject.

FAQ: What type of student is likely to do well in this course? If you have a genuine interest in philosophy, are prepared to work both hard and consistently, enjoy grappling with the 'big' issues of life, and have the desire to make a positive contribution to each class then you are more than likely to succeed.

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Politics and Law

ATAR

Who is this course for?

This course is for any student who is interested in making sense of the world we live in. In a period of fake news and the rapid spread of information the ability to understand and critically assess the political and legal structures in which we live is more important than ever.

Students who want to understand government and how the law operates in Australia would enjoy this course. It is a blend of learning and understanding structures and relating them to contemporary issues. If you like keeping up with current events, reading and discussing topical issues, this course may be for you. It requires a significant amount of reading and analysis, and students who excel often exhibit attention to detail.

This would be a good subject for those who may go on to study Law, Business, Commerce or Journalism or for those who have a genuine interest in Politics and Law.

What do you study?

In Year 11, the topic Democracy and the Rule of Law asks students to consider the type and structure of governments around the world and what it means to live in a liberal democracy. Students will learn about the various electoral systems used in Australian elections and will assess to what extent they reflect the will of the people. The role of political parties and pressure groups are also considered. In Representation and Justice, students study the legal process in Western Australia through case examples from both civil and criminal law. They are encouraged to consider the strengths and weaknesses of the legal system and to what extent it achieves just outcomes. The development of legal principles is central to the study of this section of the course. Comparisons to three other countries' systems of government will also be made.

In Year 12, Unit 3 looks at Political and Legal Power, students examine various aspects of the political and legal system established by the Commonwealth Constitution (Australia) and the power wielded within the system, including the roles and powers of the legislative, executive and judicial branches of government. Unit 4 is Accountability and Rights, where students examine the structures, processes and procedures of accountability in relation to the legislative, executive and judicial branches of government in Australia; the effectiveness of these avenues for accountability, the ways and extent to which human rights are protected, and how democratic principles can be upheld and/or undermined. Throughout Year 12 comparisons to the United States system of government and human rights are made.

How are you assessed?

Dictated by SCSA, formal assessment will take place through in-class essays, tests, source analysis and some investigations. The assessment of Politics and Law relies heavily on written assessment tasks under timed conditions.

Year 11		Year 12	
Assessment	Weight	Assessment	Weight
Investigation	10%	Investigation	10%
Short answer	20%	Short answer	15%
Essay	20%	Essay	15%
Source analysis	20%	Source analysis	20%
Examination	30%	Examination	40%

FAQ: Will this course teach me who to vote for in an election? No, it will teach you how to vote, and analyse issues so you can make your own informed choices when you have to vote. It will also help you to understand the legal system, for when you serve on a jury, and to gain a greater understanding of how to be an active citizen.

FAQ: Is there a lot of reading, thinking and writing? Yes.

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Business Management and Enterprise General

Who is this course for?

This course is for students who are interested in the understanding and application of small business in order to develop their own career pursuits' skills; students will need to identify possibilities and create opportunities within a business environment, think creatively and critically to analyse situations to create solutions. This is a course where you apply business models to scenarios. This course brings together innovation processes, small business start up models, legal requirements and ethical decision making at a national level, and gives you an understanding of what is required to start up a small business in Australia. This course focusses on the development of these skills within the business cycle, day-to-day running, continuing viability and expansion of a business.

What do you study?

Year 11 covers establishing and operating a small business in Australia; exploring business start-ups to recognise the factors that contribute to business success. Entrepreneurship and innovative thinking are introduced, generating ideas and proposals that may be suitable for business ventures; these proposals are then developed into a marketing plan. Legal aspects of running a small business, including rights and responsibilities of employer and employee, are investigated. Year 12 moves to success, growth and challenges in business at a national level. It explores what it takes to be successful beyond the initial start-up stage. Students investigate the features of successful marketing campaigns and report on how businesses succeed and prosper through methods, such as expansion in products, market share or diversification. The unit explores issues in the business environment, including the importance of intellectual property in protecting business ideas, and the relationship between leadership and motivation in human resource management.

How are you assessed?

You are assessed on case studies, simulations, short responses, investigations and an examination each semester. In Year 12 students are required to complete an Externally Set Task by SCSA.

Year 11		Year 12	
Assessment	Weight	Assessment	Weight
Business Research (and validation tests)	40%	Business Research (and validation tests)	30%
Response (tests)	60%	Response (tests)	55%
		Externally Set Task (SCSA)	15%

FAQ: Is there much writing? Yes. It is expected that students prepare short response answers with scaffolding of questions; preparation of business research and reports.

FAQ: Do I have to have done Business Management and Enterprise in Year 10? Absolutely not, as the content in Year 11 is taught as if you have not done any prior business studies. However, your Year 10 Business Studies would give you an advantage with business literacy.

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Languages.

YEAR 11 AND 12 LANGUAGES COURSES (AND CODES)

- French: Second Language ATAR (AEFSL/ATFSL)
- Indonesian: Second Language ATAR (AEIND/ATIND)
- Chinese: Second Language ATAR (AECSL/ATCSL)

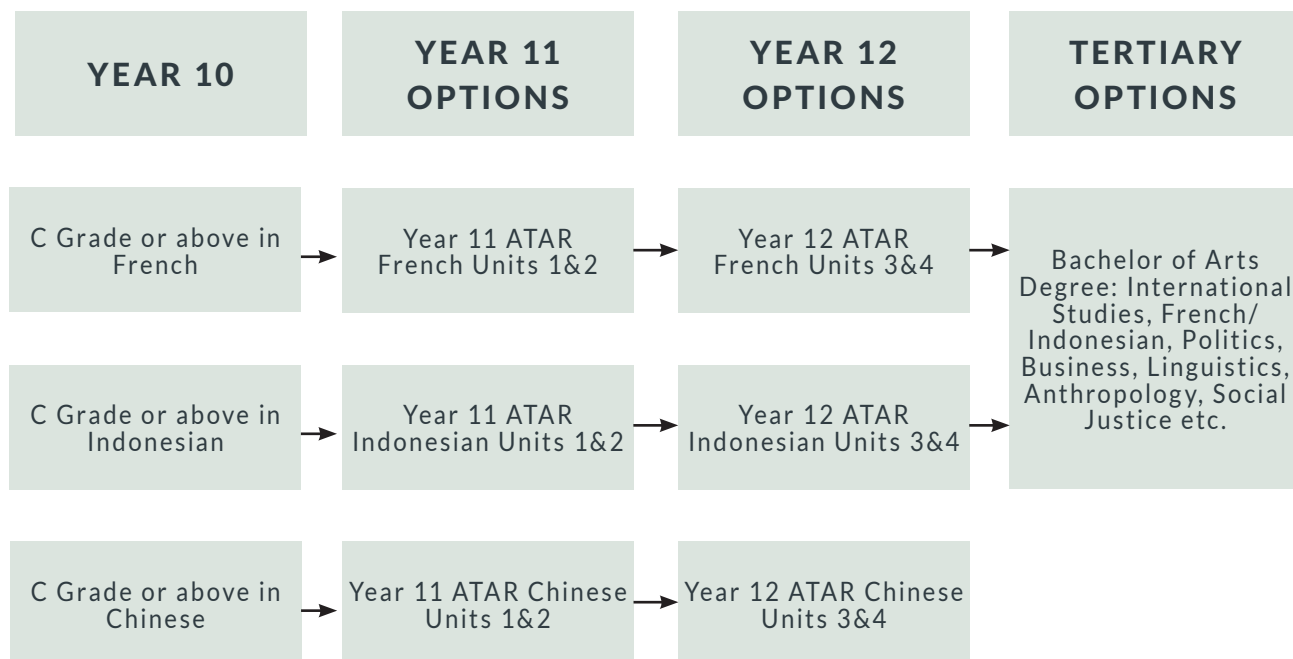
In the absence of sufficient enrolment, students may choose to enrol directly in the School of Isolated and Distance Education (SIDE) to continue their language studies.

WHY STUDY LANGUAGES?

- To increase your knowledge of your own language and culture.
- To learn more about another language and culture and unlock their codes.
- To communicate with others and join another ‘tribe’.
- For personal development, travel and increased employment prospects.
- To be able to work and live alongside others who have a different language and culture.
- To become a global citizen and solve significant world issues.
- To actively develop the Wesley 7Cs.
- For fun!

PATHWAYS

The most common course selections are represented in the block diagram below.



FAQS

How hard is it? It is a journey and your teacher will guide you and support you every step of the way. You will not believe what you will be able to do at the end of Year 12!

What opportunities are there for travel? Usually we run a French exchange every year in October, and have a service tour to Indonesia biannually and a Chinese tour biannually. Your teacher will communicate the availability of current immersion experiences with you.

Is there a bonus and how does it work? UWA, Murdoch, Curtin and ECU all offer a bonus to students who study a foreign language course in Year 12. 10% of a student's final scaled WACE score in a Language is added to that student's Tertiary Entrance Aggregate (TEA). Calculation of the ATAR is based on the improved TEA. The bonus is applied regardless of whether the language is one of the student's best four subjects. There is no imperative to continue the study of the language at university level.

Are there other incentive schemes in other states? Incentive schemes are offered at the Australian National University, the University of Sydney, the University of New South Wales, the University of Queensland, Melbourne University, Monash University and the University of Adelaide.

French: Second Language ATAR

Who is this course for?

This course is for students who have successfully completed Year 10 French at a C grade level, or higher, and who are ready to take the next step in their languages learning journey.

We need you to:

- like a challenge
- be independent, resourceful and a collaborative learner
- seek your own opportunities to connect with French and francophone cultures and other speakers of French.

What do you study?

In Year 11 there are two units called C'est La vie (That's life) and Voyages! (Travel). C'est La Vie is about exploring your own daily life and comparing it to that of a French teenager. Voyages deals with travel, the use of technology and how it has changed travel today, and how French people view Australia as a travel destination.

In Year 12, Les Medias focusses on The Media through three topics: Technology and me, Film and music, and in the media. Unit 4 turns to The World Around Us, Le monde qui nous entoure, examining the migrant experience and youth issues common throughout the world.

Students use these topics to extend and refine their communication skills in French, and gain a broader and deeper understanding of language and culture. Students develop their understanding of language as a system, and so enhance their understanding of their first language and other languages they may have. This course actively assists students to deepen their knowledge and application of the Wesley 7Cs. It also, of course, encourages the enjoyment of language learning.

How are you assessed?

You will be assessed in class through your ability to communicate orally and in written form and your capacity to read, view and listen to a variety of authentic texts.

Year 11		Year 12		
Assessment	Weight	Practical Component	Weight	Weighting for combined mark
Oral communication	20%	Oral communication	30%	30%
Response: listening	15%	Practical (oral) examination	30%	
Response: viewing and reading	15%	Written Component	Weight	Weighting for combined mark
Written communication	20%	Response: Listening	15%	70%
Practical (oral) examination	10%	Response: Viewing and reading	15%	
Written examination	20%	Written communication	20%	
		Written examination	50%	

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Indonesian: Second Language ATAR

Who is this course for?

This course is for students who have successfully completed Year 10 Indonesian at a C grade level, or higher, and who are ready to take the next step in their language learning journey.

We need you to:

- like a challenge
- be independent, resourceful and a collaborative learner
- seek your own opportunities to connect with Indonesian cultures and other speakers of the Indonesian language.

What do you study?

Year 11 consists of *Saat ini aku di sini* (Here I am now), which focusses on teen identity in both Australia and Indonesia and their connection to the world and *Bisa saya bantu?* (Can I help you?), which explores opportunities for exchange between Indonesia and Australia via study, work and travel.

In Year 12 students focus on *Aneka Wacana* (Exploring texts), exploring texts and genres, media and entertainment and globalisation and the media through the contexts of the individual, Indonesian-speaking communities and the changing world. Unit 4, *Isu hangat* (Hot Topics), looks at youth issues, social issues and Australia/Indonesia relations.

Students develop their understanding of language as a system, and so enhance their understanding of their first language and other languages they may have. This course actively assists students to deepen their knowledge and application of the Wesley 7cs. It also, of course, encourages the enjoyment of language learning.

How are you assessed?

You will be assessed in class through your ability to communicate orally and in written form and your capacity to read, view and listen to a variety of authentic texts.

Year 11		Year 12			
Assessment	Weight	Practical Component	Weight	SCSA	Weighting for combined mark
Oral communication	20%	Oral communication	30%		30%
Response: listening	15%	Practical (oral) examination	30%		
Response: viewing and reading	15%	Written Component	Weight	To SCSA	Weighting for combined mark
Written communication	20%	Response: Listening	15%		70%
Practical (oral) examination	10%	Response: Viewing and reading	15%		
Written examination	20%	Written communication	20%		
		Written examination	50%		

Chinese: Second Language ATAR

Who is this course for?

This course is for students who have successfully completed Year 10 Chinese at a C grade level, or higher, and who are ready to take the next step in their languages learning journey.

We need you to:

- like a challenge
- be independent, resourceful and a collaborative learner
- seek your own opportunities to connect with Chinese cultures and other speakers of Chinese.

What do you study?

In Year 11 there are two units called Teenagers and Travel. Unit 1, Teenagers, is organised around three learning contexts and a set of three topics. The topics are Having fun, Student's daily life and Technology and leisure. The focus of Unit 2 is Travel. The three topics in this unit are Tales of travel, Western Australia as a travel destination, and China as a travel destination.

An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2. Unit 3 is organised around three learning contexts and a set of three topics. They are Relationships, Celebrations and traditions and Communicating in a modern world. The focus of Unit 4 is 有什么打算? (What's next?). Students consolidate their skills, knowledge and understandings through the study of the unit content. The unit is organised around three learning contexts and a set of three topics. The topics are Reflecting on my life and planning my future, the environment and current issues.

Students develop their understanding of language as a system, and so enhance their understanding of their first language and other languages they may have. This course actively assists students to deepen their knowledge and application of the Wesley 7Cs. It also, of course, encourages the enjoyment of language learning.

How are you assessed?

You will be assessed in class through your ability to communicate orally and in written form and your capacity to read, view and listen to a variety of authentic texts.

Year 11		Year 12		
Assessment	Weight	Practical Component	Weight	Weighting for combined mark
Oral communication	20%	Oral communication	50%	30%
Response: listening	15%	Practical (oral) examination	50%	
Response: viewing and reading	20%	Written Component	Weight	Weighting for combined mark
Written communication	15%	Response: Listening	15%	70%
Practical (oral) examination	10%	Response: Viewing and reading	20%	
Written examination	20%	Written communication	15%	
		Written examination	50%	

Further Information

[SCSA Curriculum Documents](#)



Mathematics.

YEAR 11 AND 12 MATHEMATICS COURSES (AND CODES)

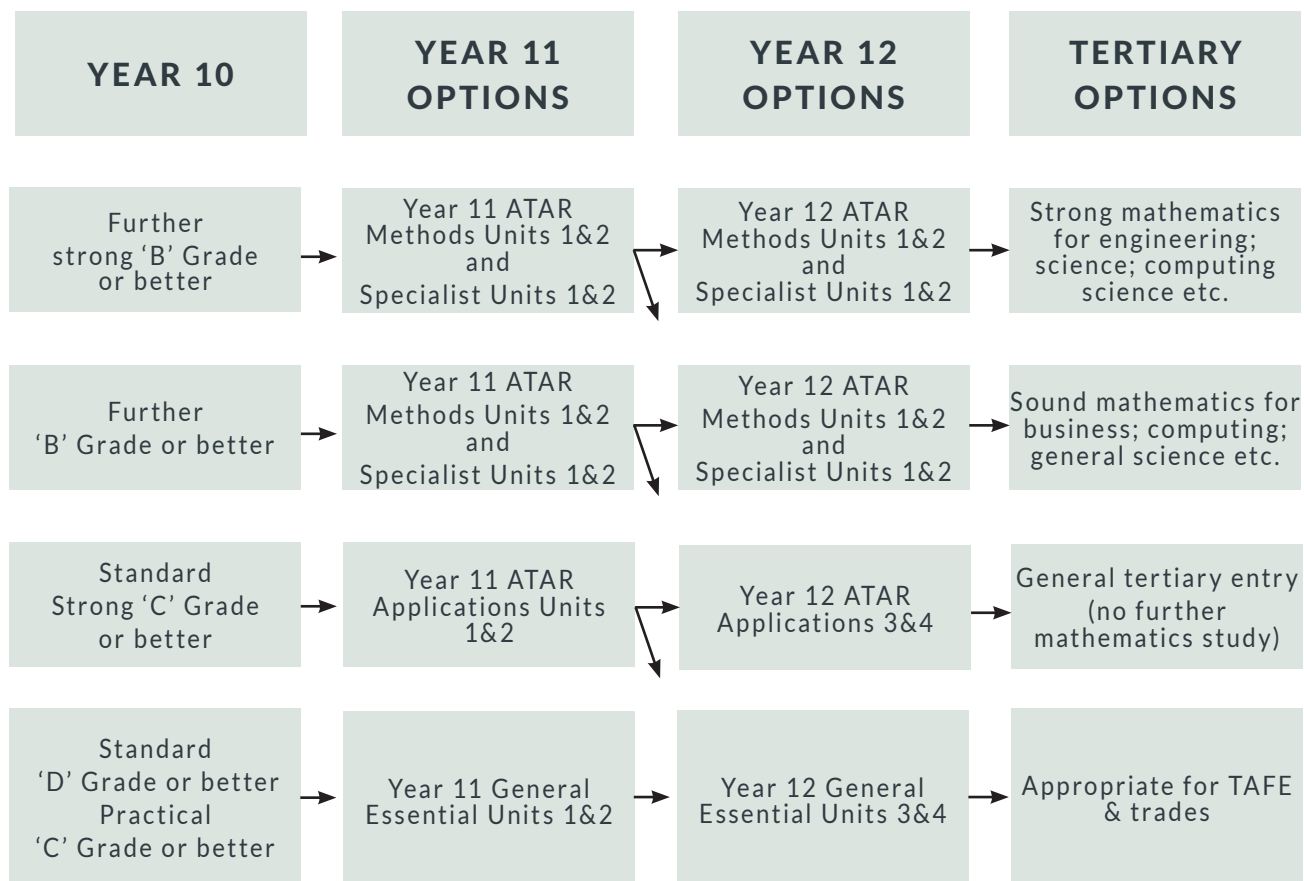
- Mathematics Essential GENERAL (GEMAE/GTMAE)
- Mathematics Applications ATAR (AEMAA/ATMAA)
- Mathematics Methods ATAR (AEMAM/ATMAM)
- Mathematics Specialist ATAR (AEMAS/ATMAS)

WHY STUDY MATHEMATICS?

All students are capable of learning mathematics, although concepts and skills will be mastered at different rates. With an appropriate level of challenge and a willingness to learn from one's mistakes, students have the capacity to improve their level of mathematical achievement. There are four courses offered in the senior years at Wesley College that offer different levels of challenge and cater for students with different interests and goals.

PATHWAYS

The most common course selections are represented in the block diagram below.



Your choice will depend on:

- your mathematical ability/background i.e. your Year 10 grades;
- your ambitions – what you need or want to do after Year 12;
- how much maths you are prepared to do.

Other pathways are possible. Students are encouraged to seek advice from their Mathematics Teacher, Head of Learning Area or the Dean of Academic Studies 9-12 for deviations from the pathway examples above.

Mathematics Essential GENERAL

Who is this course for?

This course is for students who wish to develop their basic mathematical skills and knowledge for everyday life, and for post-school pathways, including TAFE and trades. A minimum of a Year 10 Mathematics Practical C grade is recommended for success in this course.

What do you study?

The Mathematics Essential General course aims to develop students' capacity, disposition and confidence to:

- understand concepts and techniques drawn from mathematics and statistics
- solve applied problems using concepts and techniques drawn from mathematics and statistics
- use reasoning and interpretive skills in mathematical and statistical contexts
- communicate in a concise and systematic manner using appropriate mathematical and statistical language
- choose and use technology appropriately.

Year 11 Topics

Unit 1

- Basic calculations, percentages and rates
- Using formulas for practical purposes
- Measurement
- Graphs

Unit 2

- Representing and comparing data
- Percentages
- Rates and ratios
- Time and motion

Year 12 Topics

Unit 3

- Measurement
- Scales, plans and models
- Graphs in practical situations
- Data collection

Unit 4

- Probability and relative frequencies
- Earth geometry and time zones
- Loans and compound interest

How are you assessed?

Year 11		Year 12	
Assessment	Weight	Assessment	Weight
Assignments and tests	50%	Assignments and tests	40%
Practical applications	50%	Practical applications	45%
		Externally set task	15%

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Mathematics Applications ATAR

Who is this course for?

This course is for students who enjoy applying mathematics in areas such as finance and measurement and statistics, and who may pursue a University pathway in a field requiring little or no further mathematics study. A minimum of a Year 10 Mathematics Standard C grade is recommended for success in this course.

What do you study?

The Mathematics Applications ATAR course aims to develop students':

- understanding of concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics
- ability to solve applied problems using concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics
- reasoning and interpretive skills in mathematical and statistical contexts
- capacity to communicate the results of a mathematical or statistical problem-solving activity in a concise and systematic manner using appropriate mathematical and statistical language
- capacity to choose and use technology appropriately and efficiently.

How are you assessed?

Year 11 Topics

Unit 1

- Consumer arithmetic
- Algebra and matrices
- Shape and measurement

Unit 2

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

Year 12 Topics

Unit 3

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

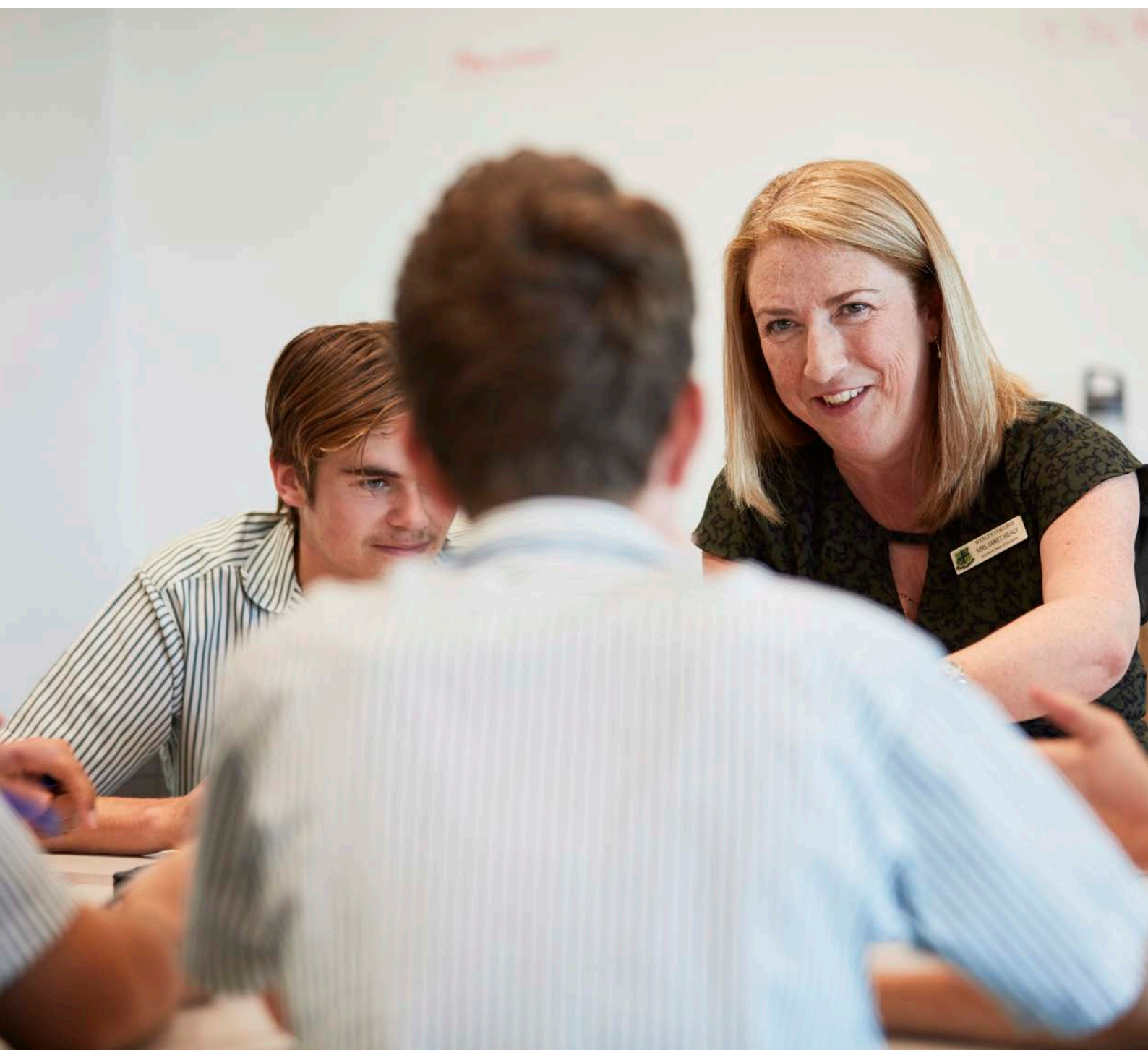
Unit 4

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

How are you assessed?

Assessment	Weight
Response (Tests and Mixed Reviews)	40%
Investigations	20%
Examinations	40%

*In Year 12 the final mark is comprised of 50% external exam and 50% School assessment. The 50% School assessment comprises weightings as outlined above.



Mathematics Methods ATAR

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

Who is this course for?

This course is for students who enjoy investigating and solving complex problems and who have had success with algebra in previous years. This course provides the necessary background for students who are likely to pursue a University pathway that involves some mathematics. A minimum of a Year 10 Mathematics Further B grade is recommended for success in this course.

What do you study?

Mathematical Methods aims to develop students':

- understanding of concepts and techniques drawn from algebra, the study of functions, calculus, probability and statistics
- ability to solve applied problems using concepts and techniques drawn from algebra, functions, calculus, probability and statistics
- reasoning in mathematical and statistical contexts and interpretation of mathematical and statistical information, including ascertaining the reasonableness of solutions to problems
- capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language
- capacity to choose and use technology appropriately and efficiently.

You will be assessed in class through your ability to communicate orally and in written form and your capacity to, read, view and listen to a variety of authentic texts.

Year 11 Topics

Unit 1

- Counting and probability
- Functions and graphs
- Trigonometric functions

Unit 2

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

Year 12 Topics

Unit 3

- Further differentiation and applications
- Integrals
- Discrete random variables

Unit 4

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

How are you assessed?

Assessment	Weight
Response (Tests and Mixed Reviews)	40%
Investigations	20%
Examinations	40%

*In Year 12 the final mark is comprised of 50% external exam and 50% School assessment. The 50% School assessment comprises weightings as outlined above



Mathematics Specialist ATAR

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

Who is this course for?

This course is for students who have a passion and capacity for mathematical thinking and reasoning and who have demonstrated the ability to solve complex problems in previous years. This course provides the necessary background for students who are likely to pursue a University pathway that involves considerable mathematics, such as Engineering. A minimum of a Year 10 Mathematics Further/Specialist strong B grade is recommended for success in this course.

What do you study?

The Mathematics Specialist ATAR course aims to develop students':

- understanding of concepts and techniques drawn from combinatorics, geometry, trigonometry, complex numbers, vectors, matrices, calculus and statistics
- ability to solve applied problems using concepts and techniques drawn from combinatorics, geometry, trigonometry, complex numbers, vectors, matrices, calculus and statistics
- reasoning in mathematical and statistical contexts and interpretation of mathematical and statistical information, including ascertaining the reasonableness of solutions to problems
- capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language and ability to construct formal proofs.
- capacity to choose and use technology appropriately and efficiently.

You will be assessed in class through your ability to communicate orally and in written form and your capacity to, read, view and listen to a variety of authentic texts.

Year 11 Topics

Unit 1

- Combinatorics
- Vectors in the plane
- Geometry

Unit 2

- Trigonometry
- Matrices
- Real and complex numbers

Year 12 Topics

Unit 3

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

Unit 4

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

How are you assessed?

Assessment	Weight
Response (Tests and Mixed Reviews)	40%
Investigations	20%
Examinations	40%

*In Year 12 the final mark is comprised of 50% external exam and 50% School assessment. The 50% School assessment comprises weightings as outlined above



Science.

YEAR 11 AND 12 SCIENCE COURSES (AND CODES)

- Biology ATAR (AEBLY/ATBLY)
- Chemistry ATAR (AECHE/ATCHE)
- Human Biology ATAR (AEHBY/ATHBY)
- Physics ATAR (AEPHY/ATPHY)
- Psychology ATAR (AEPSY/ATPSY)
- Marine and Maritime Science GENERAL (GEMMS/GTMMS)

WHY STUDY SCIENCE?

To enhance your critical thinking and problem-solving skills.

Science explains to us how the world, in fact the universe, works.

Our knowledge is based on experimental results and observations.

Theories are tested and revised, which results in new knowledge being discovered and a greater understanding of how things work.

Science is a highly collaborative discipline with a strong focus on learning through inquiry and investigation.

Science answers many of our curious questions:

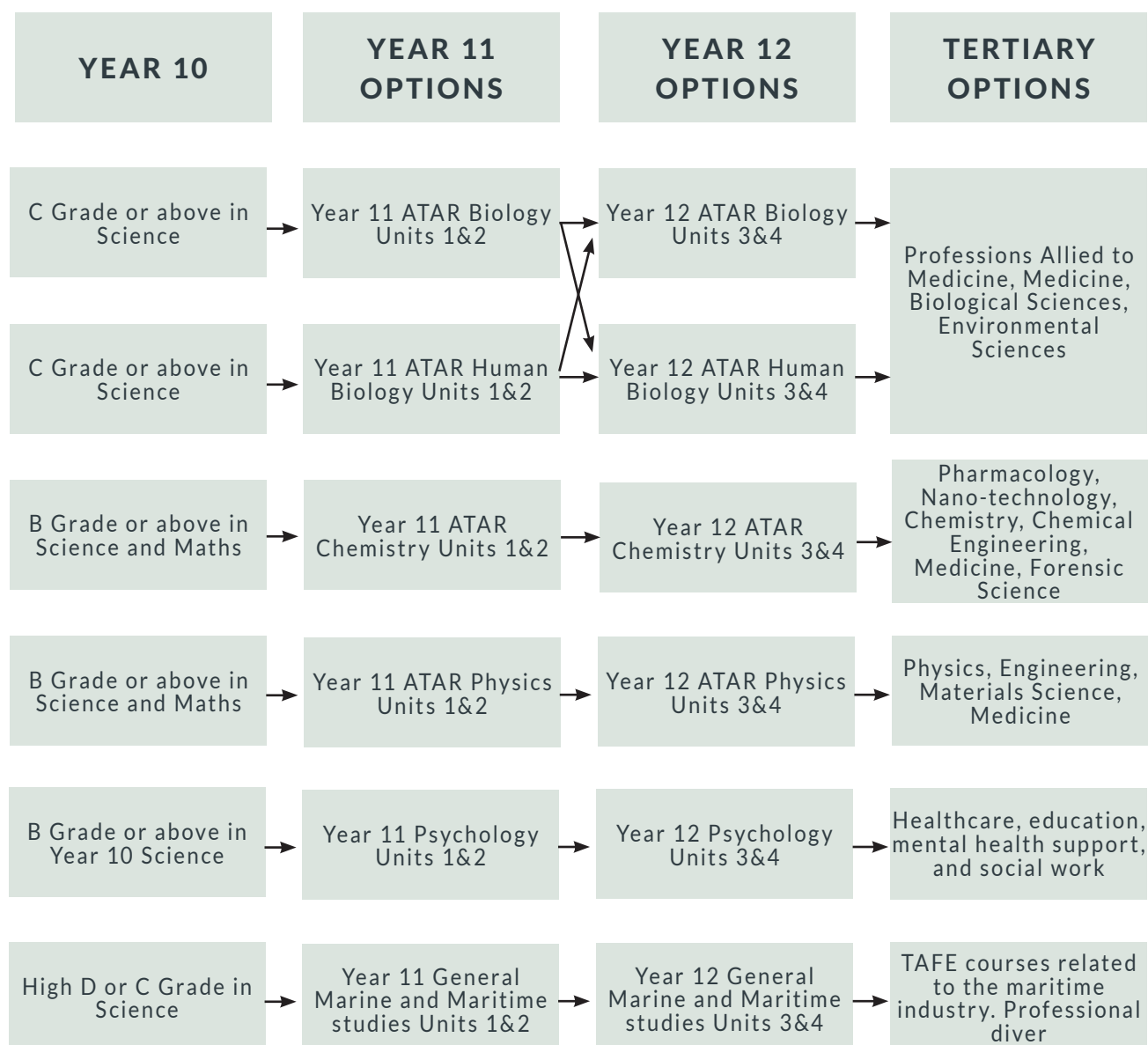
- Why is the sky blue?
- Why do magnets repel?
- Why do I look similar to my sibling but not the same?

It is science that will provide solutions to the significant problems that we face in the 21st century; climate change, energy shortage, stable storage of information, alternatives to declining traditional resources, drought-resistant crops, elimination of malaria and other diseases via CRISPR technology as we travel through the third millennium. The ongoing development of COVID-19 vaccines is a classic example of the importance of scientific endeavours.

We all need to be scientifically literate citizens as we cannot be properly informed voters if we are not. Australia needs scientists to continue to lead innovation and maintain a healthy economy.

PATHWAYS

The most common course selections are represented in the block diagram below.



Biology ATAR

The study of Biology looks to arouse a sense of wonder and curiosity about life and respect for all living things and the environment. It fosters an understanding of:

- how biological systems interact and are interrelated; how the flow of matter and energy through and between these systems occurs and the processes by which they persist and change.
- the major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystems.
- how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts.
- how to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence.
- how to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge.

Who is this course for?

Biology is for you if you are interested in:

- the important role Biology plays in understanding the complex forms of life involving humans, animals and plants
- understanding the interaction between humanity and the world
- the lives of living organisms and the role humans have in preserving them
- further study in fields such as agriculture, biotechnology, environmental studies or ecological management.

It is also for you if you have good written skills, are able to explain concepts well and are studying an ATAR pathway, and plan to study Geography and/or Human Biology as these courses complement each other.

What do you study?

Year 11

Unit 1 - Ecosystems and Biodiversity

This unit focusses on the interactions of living and non-living things, plant and animal communities, and the impact humans have on the world's ecosystems and the role we play in preserving them.

Unit 2 - Reproduction and Inheritance

This unit focusses on genetics and the passing of this information onto offspring through sexual reproduction.

In addition, students will acquire overarching scientific inquiry skills and learn about Biology as a human endeavour, for example, how biotechnology has influenced society.

What do you study?

Year 12

Unit 3 – Continuity of species.

In this unit, students investigate mechanisms of heredity and the ways in which inheritance patterns can be explained, modelled and predicted; they connect these patterns to population dynamics and apply the theory of evolution by natural selection in order to examine changes in populations.

Unit 4 – Surviving in a changing environment

In this unit, students investigate system change and continuity in response to changing external conditions and pathogens; they investigate homeostasis and the transmission and impact of infectious disease; and they consider the factors that encourage or reduce the spread of infectious disease at the population level.

How are you assessed?

YEAR 11		YEAR 12	
Assessment	Weight	Assessment	Weight
Science inquiry	30%	Science inquiry	20%
Extended response	10%	Extended response	10%
Tests	20%	Tests	20%
Examinations	40%	Examinations	50%

FAQ

Can you count both Human Biology and Biology for your WACE ATAR? Yes.

Is there overlap and is it of benefit to study both Human Biology and Biology? Yes, and yes. Significant overlap of course content will mean a greater chance of academic consolidation.

How difficult is Biology? Like any ATAR subject you will need to prepare, study and work hard to do well. Students who keep regular notes of the work covered in class will not find the course too demanding. Biology is often considered different from other subjects as students are required to apply the concepts taught in class to new situations, to analyse information and make recommendations, and to evaluate information. Students who have good communication skills often do very well in this course.

Do I need to be good at Mathematics? Not necessarily. However, there will be times when you are required to apply and use formulae, for example, to calculate populations. Year 9 level Mathematics will suffice for this task.

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Chemistry

ATAR

Chemistry is the study of materials and substances and the transformations they undergo through interactions and the transfer of energy. Chemists can use an understanding of chemical structures and processes to adapt, control and manipulate systems to meet particular economic, environmental and social needs. Chemistry develops students' understanding of the key chemical concepts and models of structure, bonding, and chemical change, including the role of chemical, electrical and thermal energy. Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for particular purposes.

An understanding of chemistry is relevant to a range of careers, including those in forensic science, environmental science, engineering, medicine, dentistry, pharmacy and sports science. Additionally, chemistry knowledge is valuable in occupations that rely on an understanding of materials and their interactions, such as art, winemaking, agriculture and food technology.

A minimum of B grades or better in Mathematics and Science in Year 10 is recommended for this course.

Who is this course for?

Chemistry is for you if:

- you are interested in a science-based career like mining, medicine, environmental studies or want to use chemistry as a University entrance course
- you want to make informed decisions, for example, find out if a product will work as advertised or whether it is a scam
- you want to understand how chemistry works in order to be able to separate reasonable expectations from pure fiction
- you enjoy working with numbers
- you like to ask questions and critically think about problems, using logic and practical exploration.

Chemistry is often a prerequisite for Biomedical courses and while it may not be a prerequisite for some courses you may wish to study at university, the chemistry background gained in Year 11 is more often than not beneficial in most science-based career pathways.

What do you study?

Year 11

Unit 1 - 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.

Unit 2 - 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.

Year 12

Unit 3 - 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 - 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.

How are you assessed?

YEAR 11		YEAR 12	
Assessment	Weight	Assessment	Weight
Science Inquiry	30%	Science Inquiry	20%
Extended response	10%	Extended response	10%
Tests	20%	Tests	20%
Examinations	40%	Examinations	50%

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Human Biology

ATAR

Human biology covers a wide range of ideas relating to the functioning human. Students learn about themselves, relating structure to function and how integrated regulation allows individuals to survive in a changing environment. They research new discoveries that are increasing our understanding of the causes of dysfunction, which can lead to new treatments and preventative measures. Reproduction is studied to understand the sources of variation that make each of us unique individuals. Through a combination of classical genetics, and advances in molecular genetics, dynamic new biotechnological processes have resulted. Population genetics is studied to highlight the longer-term changes leading to natural selection and evolution of our species.

Who is this course for?

Human Biology is for you if:

- you are interested in Science
- you are interested in how the body works, how we reproduce and pass characteristics onto our children
- you are interested in further study in fields such as sport and social work, and medical and paramedical fields such as medicine, physiotherapy, occupational therapy, dietetics, radiography and nursing
- you plan to study Physical Education and/or Biology as these courses complement each other
- you want to be academically challenged and stimulated at the same time.

Why studying Human Biology is useful:

- Understanding how the human body works, how we reproduce and pass on information to the next generation are useful life skills;
- Being an ATAR subject, it leads onto Year 12 Human Biology and then onto university entrance into many science-related fields of study;
- It can be 'piggy-backed' with ATAR Biology and Physical Education Studies, where common content allows a greater chance of understanding;
- It has proven very advantageous to the study of medical-based courses;
- It offers sound preparation in scientific study, organisation and analytical skills.

What do you study?

Year 11

Unit 1 - The Functioning Human Body

This unit focusses on cells, metabolism and how many important body systems, for example, the digestive, circulatory, respiratory and excretory systems, function.

Unit 2 - Reproduction and Inheritance

This unit focusses on genetics and the passing of this information onto offspring through sexual reproduction.

In addition, students acquire overarching scientific inquiry skills and learn about Human Biology as a human endeavour, for example, how biotechnology has influenced society.

Year 12

Unit 3 - 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 variation and evolution

This unit explores the variations in humans, their changing environment and evolutionary trends in hominids.

How are you assessed?

Assessments will be in the form of four topic tests, inquiry tasks and extended response items. Coupled with this will be first and second semester exams.

YEAR 11		YEAR 12	
Assessment	Weight	Assessment	Weight
Science Inquiry	20%	Science Inquiry	10%
Extended response	15%	Extended response	15%
Tests	25%	Tests	25%
Examinations	40%	Examinations	50%

FAQ

Can you count both Human Biology and Biology for your WACE ATAR? Yes.

Is there overlap and is it of benefit to study both Human Biology and Biology? Yes, and yes. Significant overlap of course content will mean a greater chance of academic consolidation.

Is Human Biology hard? Like any ATAR subject, you will need to prepare, study and work hard to do well.

Do I need to be good at Mathematics? No.

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Physics ATAR

Who is this course for?

Physics is the perfect course for the curious mind, for people who ask why and how. It suits logical and analytical thinkers, and students who have good spatial awareness also have success in Physics.

Students who have enjoyed the Physics component of Year 9 and Year 10 Science will enjoy Physics in Year 11 and 12. Often students who enjoy Mathematics find Physics easier but there is no Year 11 prerequisite Mathematics course for ATAR Physics.

Physics is a prerequisite course for some university engineering courses and is recommended for others.

It is strongly recommended that students who want to study Physics in Year 11 and 12 should have achieved a minimum of a **B** grade in **Year 10 Science**. An across the year grade of **B**, or better, in Year 10 Mathematics is also strongly recommended.

What do you study?

In Year 11 the Physics course is divided into five topics. Below are some of the questions you will be able to answer when you have finished each part of the course.

- Thermal Physics - Why does the gravy in a meat pie burn my mouth more than the pastry? Why does a carpet tile feel warmer than a ceramic tile at the same temperature? How can I calculate the exact amount of cold water needed to cool a BBQ hot plate?
- Nuclear Physics - What does radioactive mean? How can I calculate my radiation dose? Do I need to worry about radiation? How can we use radioactivity to date archaeological artefacts?
- Electrical Physics - Why does total resistance go down when we build a parallel circuit? Why do balloons stick to walls after they have been rubbed on clothing? What really is the difference between current, voltage and power?
- Linear Motion - How do airbags reduce injuries? Why does it take a car four times longer to stop if its speed doubles? What does 'weightless' really mean? How can I predict the speed a snooker ball will move off when it is hit?
- Waves - Why can I hear around corners but not see around them? Why are there quiet spots in a room with two speakers in it? How can a musician change the pitch and volume of their instrument? How does an opera singer smash a wineglass with their voice?

What do you study?

In Year 12 students will learn how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom's electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies. The course has two units; Gravity and Electromagnetism and Revolutions in Modern Physics.

- In Gravity and Electromagnetism, students develop a deeper understanding of motion and its causes by using Newton's Laws of Motion and the gravitational field model to analyse motion on inclined planes, the motion of projectiles, and satellite motion. They investigate electromagnetic interactions and apply this knowledge to understand the operation of direct current motors, direct current (DC) and alternating current (AC) generators, transformers, and AC power distribution systems. Students also investigate the production of electromagnetic waves.
- The development of quantum theory and the theory of relativity fundamentally changed our understanding of how nature operates and led to the development of a wide range of new technologies, including technologies that revolutionised the storage, processing and communication of information. In Revolutions in Modern Physics, students examine observations of relative motion, light and matter that could not be explained by existing theories, and investigate how the shortcomings of existing theories led to the development of the special theory of relativity and the quantum theory of light and matter. Students evaluate the contribution of the quantum theory of light to the development of the quantum theory of the atom, and examine the Standard Model of particle physics and the Big Bang theory.

How are you assessed?

Assessments will be in the form of four topic tests and inquiry tasks. Coupled with this will be first and second semester exams.

YEAR 11		YEAR 12	
Assessment	Weight	Assessment	Weight
Science Inquiry	30%	Science Inquiry	20%
Tests	30%	Tests	30%
Examinations	40%	Examinations	50%

FAQ

Do I have to study Year 11 Physics to study it in Year 12? Yes, the content in the Year 12 course builds on Year 11 knowledge.

Do I have to be doing Mathematical Methods to do Year 11 Physics? No, students studying Mathematical Applications can do Year 11 Physics.

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Psychology ATAR

In collaboration with Penrhos College, this course will involve online learning and face to face practical activities.

Psychology is the scientific study of how people think, feel and behave. It fosters an understanding of:

- Psychological theories and how they continue to evolve in different contexts
- How psychological knowledge can be used to explain thoughts, feelings and behaviours in the everyday world
- How culture shapes people's values, attitudes and beliefs
- How the principles of Scientific Inquiry are used to conduct psychological investigations
- Ethical guidelines and their importance to psychological practice

Who is this course for?

Psychology is for you if you are interested in:

- People and what influences how they develop
- Understanding the interactions between people and society
- How to construct reliable and ethical studies of factors affecting human behaviour
- Further studies in the health professions, education, human resources and social sciences

It is also for you if you have good comprehension and written skills and can explain concepts clearly and logically.

What do you study?

Year 11

Unit 1 – Biological and lifespan psychology

This unit focusses on a number of concepts that enable students to gain an understanding of how and why people behave the way they do. The brain and cognitive processes such as sensation, perception and attention are investigated.

Unit 2 – Attitudes, stereotypes and social influence

This unit focuses on the influence of others on human behaviour, cognition and emotion. This unit introduces social influences, stereotypes and the relationship between attitudes, prejudice and discrimination in a range of areas.

Year 12

Unit 3 – Memory and learning

In this unit students learn the roles of sensations, perception and attention in memory. Theories of learning including classical conditioning, operant conditioning and social learning theory are studied in the context of key studies.

Unit 4 – Psychology of Motivation, wellbeing and health

In this unit, students develop a psychological understanding of the relationship between motivation and wellbeing, and apply this to the development of effective strategies related to stress and sleep.

How are you assessed?

YEAR 11		YEAR 12	
Assessment	Weight	Assessment	Weight
Science Inquiry	30%	Science Inquiry	20%
Response	40%	Response	40%
Examinations	30%	Examinations	40%

FAQ

Is there overlap and is it of benefit to study both Psychology and Human Biology? Yes and yes, there is a small amount of overlap in terms of impulse transmission, the effect of stimulants and the structure of the brain. The approach to Science Inquiry has overlap and study in one subject will support the other. Both subjects require students to consolidate large amounts of information.

How difficult is Psychology? Like any ATAR subject you will need to prepare, study and work hard to do well. Students need to keep regular notes and review content frequently. Students who have good communication skills do well in this course.

Do I need to be good at Mathematics? Not necessarily, you will be required to manipulate data sets and interpret tables and graphs to draw conclusions. Year 10 Mathematics will suffice for this course.

Further Information

[Schoolbox Course and Unit pages](#)

[SCSA Curriculum Documents](#)

Marine and Maritime Science General

Who is this course for?

Marine and Maritime Science is the perfect course for students with a passion for our oceans. The course combines study of oceans, design of ocean-going craft, and time in or on the water. This course will be a good choice for students following an ATAR pathway who would like to choose five ATAR courses and supplement them with a General course.

Students study the ocean, including tides and waves, in the context of the West Australian environment. They learn about the design process behind the building of small craft; selection of materials and the effect of the marine environment on them, and buoyancy and stability. The course also includes the opportunity to learn either snorkelling and scuba skills or sailing.

This is the ideal course for practical and environmentally aware students who enjoy spending time in the ocean!

What do you study?

Students study 2 units in Year 11, and 2 units in Year 12. Each unit in this course has three components: Marine, Maritime and Concepts and Skills.

- Marine - Study the oceans as a system, learn how to describe the behaviour of the oceans and factors affecting it. Study marine life, food chains in the ecosystem and how we manage and sustain our oceans.
- Maritime - Learn about the design and construction of small craft and the features of marine equipment, for example, fishing lures and boat hulls.
- Concepts and Skills - Students will learn to snorkel in Year 11, whilst Year 12 looks at power boating operation, maintenance and management.

How are you assessed?

To reflect the practical focus of the course the assessments in both Year 11 and 12 are:

Assessment	Weight
Science inquiry and investigation	25%
Practical	50%
Extended response	5%
Test	20%

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Technologies.

YEAR 11 AND 12 TECHNOLOGIES COURSES (AND CODES)

- Computer Science ATAR (AECSC/ATCSC)
- Engineering Studies ATAR (AEEST/ATEST)
- Engineering Studies GENERAL (GEEST/GTEST)
- Food Science & Technology ATAR (AEFST/ATFST)
- Design – Technical Graphics GENERAL (GEDEST/GTDEST)
- Materials Design Technology – Metals GENERAL (GEMDTM/GTMDTM)
- Materials Design Technology – Woodwork GENERAL (GEMDTW/GTMDTW)
- Certificate II in Applied Digital Technologies (C2EADT/C2TADT)
- Certificate III in Information Technology (C3IT)

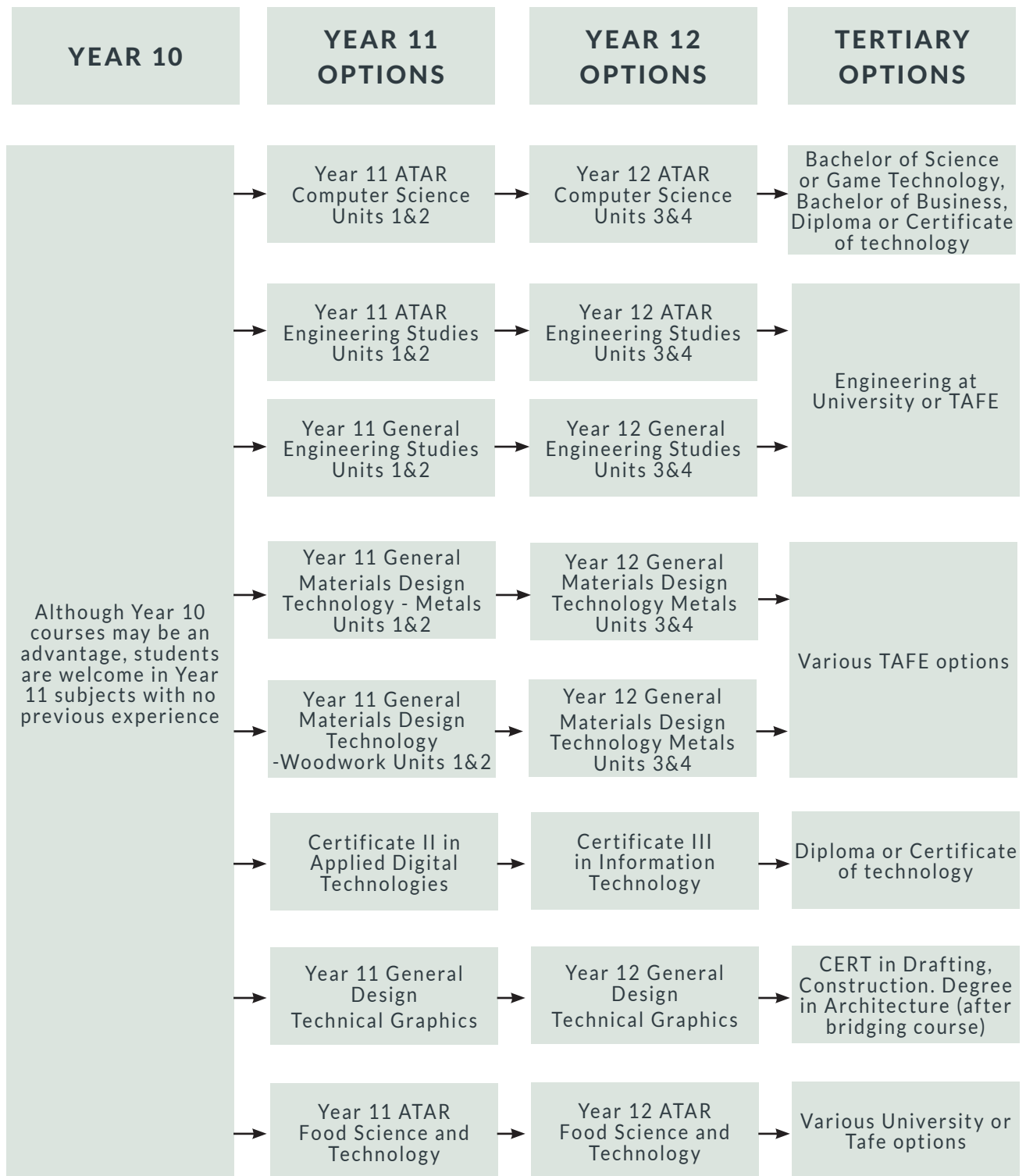
WHY STUDY TECHNOLOGIES?

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

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

PATHWAYS

The most common course selections are represented in the block diagram below.



Computer Science ATAR

Who is this course for?

This course is for students who are interested in computer science. In particular, this course is for students who like:

- solving problems;
- developing software solutions;
- working with others;
- tinkering with computer systems.

This course is for students who are good at:

- critical analysis - interpreting and evaluating information systems (critical thinking)
- communicating effectively (communication)
- planning and communicating ideas (creative thinking)
- using digital technologies (creative thinking)
- working independently and collaboratively (collaboration).

For students who want to go on to:

- study Computer Science at university;
- work in Information Technology industries;
- work in every field of study.

What do you study?

The Computer Science ATAR course builds on the core principles, concepts and skills developed in the Digital Technologies subject in previous years. Students utilise and enhance established analysis and algorithm design skills to create innovative digital solutions to real-world problems. In the process, students develop computational, algorithmic and systems thinking skills which can be successfully applied to problems across domains outside Information Technology. In addition to the development of software, the essential concepts of networking, data management and cyber security are explored. With the vast amounts of data collected in our increasingly digital world, especially in the information-intensive business and scientific disciplines, data management is becoming ever more important. Similarly, with more and more devices connecting to the internet, cyber security is a major issue for society and the world continues to look for new, young experts to emerge in this field.

Ethical considerations, security requirements and legal factors affect society as a whole and their influence and impact on the development of digital solutions are examined.

This course provides students with options in a range of post-school pathways. The course has been designed to meet the expectations of tertiary institutions and students will be well prepared for further study in university and TAFE courses. It provides a sound understanding of computer science to support students pursuing further studies and employment in other areas, including Science, Technology, Engineering, Mathematics and Business, all of which are underpinned and driven by advances in Computer Science.

How are you assessed?

The Computer Science course has four components: projects, theory tests, practical tests and examinations. The weightings are outlined below:

YEAR 11		YEAR 12	
Assessment	Weight	Assessment	Weight
Project	40%	Project	30%
Theory Test	20%	Theory Test	20%
Practical Test	10%	Performance Test	10%
Examination	30%	Examination	40%

Future Pathways

Students who study Computer Science often choose one of the following options:

- University – Bachelor of Information Technology
- University – Bachelor of Business (Information Systems)
- University – Bachelor of Computer Science
- TAFE – Certificate and Diploma Information Technology

Further Information

- [SCSA Curriculum Documents](#)

Engineering Studies ATAR

The Engineering Studies ATAR course is essentially a practical course focusing on real-life contexts. It aims to prepare students for a future in an increasingly technological world by providing the foundation for life-long learning about engineering. It is particularly suited to those students who are interested in engineering and technical industries as future careers.

Who is this course for?

This course is for students who are interested in engineering, particularly students who like;

- solving problems, developing products and processes
- working with others
- building an electrically controlled product.

This course is for students who are good at:

- critical analysis - interpreting and evaluating working drawings (critical thinking)
- communicating effectively (communication)
- planning and communicating ideas (creative thinking)
- using digital technologies (creative thinking)
- working independently and collaboratively (collaboration).

For students who want to go on to:

- study Engineering at University and work in the engineering industry
- solve real world problems.

What do you study?

The Engineering Studies course provides opportunities for students to investigate, research and present information, design and make products, and undertake project development. These opportunities allow students to apply engineering processes, understand underpinning scientific and mathematical principles, develop engineering technology skills, and explore the interrelationships between engineering and society.

In the development of an engineering project (Rube Goldberg styled project in the form of a marble run), students study mechanical engineering theory and core general engineering theory. They develop an understanding of different forms of energy and their uses, and sources of energy.

In the development of the electric vehicle, students apply their knowledge of the engineering design process and theory to develop and respond to a design brief. This requires them to investigate existing products, construction materials and components. Design ideas are developed through annotated sketches and concept drawings. Students then select and analyse the most suitable concept for production as a prototype or working model.

Students finalise their chosen design by documenting its specifications in the form of appropriate orthographic drawings, specialist diagrams and lists of materials and components. They calculate the cost of the prototype or model. They follow a given timeline to undertake tasks required to produce, test and evaluate the product.

In Year 12, students continue to refine their understanding and skills of the engineering design process, undertaking tasks to produce, test and evaluate the product. Core and specialist area

theory continues to be studied to forge greater understanding of the scientific, mathematical and technical concepts that explain how engineered products function.

How are you assessed?

The Engineering Studies course is broken down into three components: design, production and examinations. The weightings for both Year 11 and 12 are outlined below:

Assessment	Year 11 Weight	Year 12 Weight
Design	30%	30%
Production	40%	30%
Examination	30%	40%

Future Pathways

Students who study Engineering often choose one of the options below:

- University - Bachelor of Engineering (Various specialisations)
- TAFE – Certificate and Diploma Engineering

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Engineering Studies

General

Engineers are involved in the design, manufacture and maintenance of a diverse range of products and infrastructure integral to the functioning of society, business and industry. They rely strongly on their creativity and problem-solving to turn ideas into reality by applying lateral thinking and mathematical and scientific principles to develop solutions to problems, needs and opportunities. An engineer also needs to be socially aware and involved in broader community issues, such as impacts on the environment, sustainable energy, health and safety, and the consultation processes required to understand social attitudes and opinion.

The Engineering Studies General course provides opportunities for students to investigate, research and present information, design and make products and undertake project development. These opportunities allow students to apply engineering processes, understand underpinning scientific and mathematical principles, develop engineering technology skills and explore the interrelationships between engineering and society.

Who is this course for?

This course is for students who are interested in engineering, particularly students who like;

- solving problems, developing products and processes
- working with others
- building an electrically controlled product.

This course is for students who are good at:

- critical analysis - interpreting and evaluating working drawings (critical thinking)
- communicating effectively (communication)
- planning and communicating ideas (creative thinking)
- using digital technologies (creative thinking)
- working independently and collaboratively (collaboration).

For students who want to go on to:

- work in the engineering industry
- solving real world problems.

What do you study?

The Engineering Studies General course is essentially a practical course, including a significant amount of theory to support students understanding of engineering principles. It aims to prepare students for a future in an increasingly technological world, by providing the foundation for lifelong learning about engineering. It is particularly suited to those students who are interested in engineering and technical industries as future careers.

How are you assessed?

The Engineering Studies course is broken down into three components: design, production and examinations. The weightings for both Year 11 and 12 are outlined below:

Assessment	Year 11 Weight	Year 12 Weight
Design	20%	25%
Production	70%	50%
Response	10%	10%
Externally Set Task		15%

Future Pathways

Students who study Engineering often choose one of the options below:

- University - Bachelor of Engineering (Various specialisations)
- TAFE – Certificate and Diploma Engineering

Further Information

[Schoolbox Course and Unit pages](#)

[SCSA Curriculum Documents](#)

Design – Technical Graphics General

Who is this course for?

This course is for students who are interested in working with CAD (Computer Aided Drawing) and with new and emerging technologies such as CNC (Computer Numeric Controlled) laser cutters and 3D printers.

This course is suitable for anyone who is interested in or would like to learn how to design, draw, use design software and build models.

You will build your design skills and knowledge while undertaking hands-on projects that require you to take your ideas all the way from concept to prototype. Some of these projects could include laser-cut lamps, clocks, fishing lures, toys, plastic mazes, architectural buildings, bachelor pad designs, jewellery boxes, basic furniture or customised bicycles and skateboard deck designs. You will also gain an insight into the specialist methods, skills and technologies used in the 3D design industry and turn your ideas into prototypes for individual or mass-produced consumer products.

In particular, this course is for students who like:

- solving problems
- developing products and processes
- working with others
- building products using timber board, acrylic, cardboard, and other materials.

This course is for students who are good at:

- critical analysis - interpreting and evaluating working drawings (critical thinking)
- communicating effectively (communication)
- planning and communicating ideas (creative thinking)
- using digital technologies (creative thinking)
- working independently and collaboratively (collaboration).
- solve real world problems (problem solving).

For students who want to go on to:

- start a career working with CNC driven cutting and engraving machines; and 3D printers (Industry, Dental and Medical)
- upskill in various TAFE short courses (CNC machining)
- TAFE courses such as: Certificate III Engineering – Technical; Certificate IV – Design (Product Design); Certificate IV Product Design; Certificate IV Engineering - CNC control; Diploma Engineering – Technical (Mechanical); Diploma Visual Arts – (Product Design)

What do you study?

The goals of the Design General course are to facilitate a deeper understanding of how design works; and how ideas, beliefs, values, attitudes, messages and information are effectively communicated to specific audiences with specific intentions or purposes via visual media forms. This course aims to achieve these goals by exposing students to a variety of communication forms and a thorough exploration of design.

Design projects allow students to demonstrate their skills, techniques and application of design principles and processes; to analyse problems and possibilities; and to devise innovative

strategies within design contexts. There is potential for students to develop transferable skills and vocational competencies while devising innovative designs.

In this course, students develop a competitive edge for current and future industry and employment markets. This course also emphasises the scope of design in professional and trade-based industries allowing students to maximise vocational and/or university pathways.

Content in the Technical Graphics context of this course may use conventions of technical drawing and computer-aided design to create designs that deal with mainly three dimensional subjects, usually of an industrial nature.

How are you assessed?

The Design – Technical Graphics (General) course has two components: production and response. The weightings are outlined below:

YEAR 11 (2021)		YEAR 12 (2022)	
Assessment	Weight	Assessment	Weight
Production	70%	Production (Practical)	65%
Response	30%	Response (Written work)	20%
		Externally set task*	15%

*A written task or item or set of items of one-hour duration developed by the School Curriculum and Standards Authority and administered by the school.

Future Pathways

Students who study Design – Technical Graphics (General) course often choose one of the options below:

- Careers in various industries via an apprenticeship training (CNC Machinist; Fabrication)
- TAFE – Certificate and Diploma Courses
- TAFE – Certificate II, III and IV in Drafting, Diploma in Drafting (Civil and Structural).

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Materials Design Technology – Metals General

Who is this course for?

This course is for students who are interested in working with metals.

In particular, this course is for students who like:

- solving problems
- developing products and processes
- working with others
- building products using metals and other materials.

This course is for students who are good at:

- critical analysis - interpreting and evaluating working drawings (critical thinking)
- communicating effectively (communication)
- planning and communicating ideas (creative thinking)
- using digital technologies (creative thinking)
- working independently and collaboratively (collaboration).

For students who want to go on to:

- start a career working with metals
- gain an apprenticeship in a range of industries
- solve real world problems.

What do you study?

Working with materials (metals), students develop a range of manipulation, processing, manufacturing and organisational skills. When designing with materials, they develop cognitive skills, such as solving problems, generating ideas, creative design strategies and communicating what they do. This makes them more technologically literate and, as consumers, enables them to make more informed decisions about the use and misuse of technology.

Materials – Metals is a practical course in which the students learn about shaping and forming metal into projects following the design process approach. The course will focus on the application of current technology in the metal industry. Students are given the opportunity to work with many materials, hand tools and machines, learning skills in welding, lathe work, sheet metalwork, CNC (computer numerical control) systems and general construction work. Students will become adept in using computer software to document all their research, plans and designs as well as in the construction of products.

Creativity and individuality are strongly encouraged in all work, and a high standard of presentation and finishing of work will be encouraged.

Students interact with a variety of tools and different metals that have been specifically selected to meet needs and criteria. Students use the design process to develop solutions that meet the needs of an audience. They learn to communicate various aspects of the design process by constructing what they design. Students interact with products designed for a specific market. They use a range of techniques to gather information about existing products and apply the fundamentals of design. They learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing what they design.

In Year 12, students complete a major task, which is based around their own personal interest although it can also have a community service focus. Students will have opportunities to develop skills through the completion of set skilled based projects, execute their own thoughts and ideas through personal design tasks and work in an industry style environment through personal and group-based production tasks.

How are you assessed?

The Materials Design Technology – Metals GENERAL course has three components: design, production and response. The weightings are outlined below:

YEAR 11		YEAR 12	
Assessment	Weight	Assessment	Weight
Design	25%	Design (Folio work)	25%
Production	60%	Production (Practical)	50%
Response	15%	Response (Written work)	10%
		Externally set task*	15%

*A written task or item or set of items of one-hour duration developed by the School Curriculum and Standards Authority and administered by the school.

Future Pathways

Students who study Materials, Design Technology – Metals GENERAL often choose one of the options below:

- Careers in various industries via an apprenticeship training
- TAFE – Certificate and Diploma Courses

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

Materials Design Technology – Wood General

Who is this course for?

This course is for students who are interested in working with wood.

In particular, this course is for students who like:

- solving problems
- developing products and processes
- working with others
- building products using timbers and other materials.

This course is for students who are good at:

- critical analysis - interpreting and evaluating working drawings (critical thinking)
- communicating effectively (communication)
- planning and communicating ideas (creative thinking)
- using digital technologies (creative thinking)
- working independently and collaboratively (collaboration).

For students who want to go on to:

- start a career working with timber
- gain an apprenticeship in a range of industries
- solve real world problems.

What do you study?

Working with materials (timber), students develop a range of manipulation, processing, manufacturing and organisational skills. When designing with materials, they develop cognitive skills, such as solving problems, generating ideas, creative design strategies and communicating what they do. This makes them more technologically literate and, as consumers, enables them to make informed decisions about the use and misuse of technology.

Materials – Wood is a practical course in which the students learn about shaping and forming timber into projects following the design process approach. The course will focus on the application of current technology in the woodwork industry. Students are given the opportunity to work with many materials, hand tools and machines, learning skills in joinery, lathe work, CNC (computer numerical control) systems and general construction work. Students will become adept in using computer software to document all their research, plans and designs as well as in the construction of products.

Creativity and individuality are strongly encouraged in all work, and a high standard of presentation and finishing of work will be encouraged.

Students interact with a variety of tools and timbers, using the design process to develop solutions that meet the needs of an audience. They learn to communicate various aspects of the design process by constructing what they design. Students interact with products designed for a specific market. They use a range of techniques to gather information about existing products and apply the fundamentals of design. Students learn to conceptualise and communicate their ideas and various aspects of the design process within the context of constructing what they design.

In Year 12, students develop a deeper understanding of the elements and fundamentals of design and consider human factors involved in the design, production and use of their projects with a wood focus, and learn about the nature of designing for a client, target audience or market. The major task in the final unit is a free choice major project which they will take home.

How are you assessed?

The Materials Design Technology – Wood (General) course has three components: design, production and response. The weightings are outlined below:

YEAR 11		YEAR 12	
Assessment	Weight	Assessment	Weight
Design	25%	Design (Folio work)	25%
Production	60%	Production (Practical)	50%
Response	15%	Response (Written work)	10%
		Externall set task*	15%

*A written task or item or set of items of one-hour duration developed by the School Curriculum and Standards Authority and administered by the school.

Future Pathways

Students who study Materials, Design Technology – Woodwork (General) often choose one of the options below:

- Careers in various industries via an apprenticeship training
- TAFE – Certificate and Diploma Courses

Further Information

[Schoolbox Course and Unit Pages](#)

[SCSA Curriculum Documents](#)

ICT20120 Certificate II in Applied Digital Technologies

Course Description

This entry level qualification provides the foundation skills and knowledge to use Information and Communications Technology (ICT) in any industry. The course is designed to significantly enhance the learner's prospects of gaining employment by providing a solid grounding in the basic computer skills required in today's environment. The course has a number of benefits, including enhancing job prospects and providing a solid foundation upon which to base further studies in Information Technology.

To obtain the ICT20120 Certificate II in Applied Digital Technologies qualification you must complete 12 units: 6 core units and elective units. Throughout the course you will have multiple opportunities to demonstrate competence. Each unit area comprises resources and assessment activities.

CORE UNITS	ELECTIVES
BSBWHS211 Contribute to health and safety of self and others.	BSBXCS303 Securely manage personally identifiable information and workplace information.
BSBSUS211 Participate in sustainable work practices.	ICTSAS305 Provide ICT advice to clients.
BSBTEC202 Use digital technologies to communicate in a work environment.	BSBTEC302 Design and produce spreadsheets.
ICTICT213 Use computer operating systems and hardware.	ICTSAS214 Protect devices from spam and destructive software.
ICTICT214 Operate application software packages.	CUAPO5201 Perform basic vision and sound editing.
ICTICT215 Operate a digital media technology package.	ICTICT210 Operate a database application.

Assessment

Achievement is demonstrated through successful completion of assessments, both practical and/or written, against each of the units of competency listed above. Students are assessed as either being competent or not meeting the requirements. Students will need to demonstrate competence in each unit of competency to achieve this qualification.

Future Pathways

Students will be able to select to undertake ICT30120 Certificate III in Information Technology in Year 12 on successful completion of ICT20120 Certificate II in Applied Digital Technologies.

TAFE – Certificate and Diploma in Multimedia, Information Technology TAFE – Certificate and Diploma in Computing

TAFE – Certificate and Diploma in Business

ICT20120 Certificate II in Applied Digital Technologies

This qualification is delivered and assessed at school in partnership with Skills Strategies International, RTO code 2401. Students who have been assessed as meeting the requirements of the training package will be issued with an AQF Certification.

ICT30120 Certificate III in Information Technology

Course Description

This qualification reflects the role of individuals who apply a broad range of competencies in a varied work context using some discretion, judgment and relevant theoretical knowledge. They may provide technical advice and support to a team.

Successful completion of this qualification will give you a variety of different roles and job titles across various industry sectors. Job titles include customer service adviser, data entry operator, general clerk, payroll officer, typist, word processing operator.

Preferred pathways for candidates considering this qualification is having already achieved ICT20120 Certificate II in Applied Digital Technologies.

CORE UNITS	ELECTIVES
BSBCRT301 Develop and extend critical and creative thinking skills.	CUAPOS201 Perform basic vision and sound editing.
BSBXCS303 Securely manage personally identifiable information and workplace information.	ICTICT215 Operate digital media technology package.
BSBXTW301 Work in a team environment.	ICTICT213 Use computer operating systems and hardware.
ICTICT313 Identify IP, ethics and privacy policies in ICT environments.	ICTICT214 Operate application software packages.
ICTPRG302 Apply introductory programming techniques.	ICTSAS310 Install, configure and secure a small office or home office network.
ICTSAS305 Provide ICT advice to clients.	ICTWEB304 Build simple web pages.

Assessment

Achievement is demonstrated through successful completion of assessments, both practical and/or written, against each of the units of competency listed above. Students are assessed as either being component or not meeting the requirements. Students will need to demonstrate competence in each Unit of competency to achieve this qualification.

Future Pathways

TAFE

Certificate and Diploma in Multimedia, Information Technology

Certificate and Diploma in Computing

Certificate and Diploma in Business

ICT30120 Certificate III in Information Technology

This qualification is delivered and assessed at school in partnership with Skills Strategies International, RTO code 2401. Students who have been assessed as meeting the requirements of the training package will be issued with an AQF Certification.

Vocational Education and Training.

Vocational Education and Training (VET) enables students to select the most appropriate pathway to suit their interests and post-school pathways. Vocational programs aim to give students opportunities to develop essential core skills for work, gain industry knowledge and valuable practical experiences.

Wesley offers a range of vocational certificates delivered in timetabled classes, with auspicing partners.

OVERVIEW OF VET CERTIFICATES DELIVERED AT WESLEY IN 2023 – 2024

YEAR	HEALTH AND PHYSICAL EDUCATION	INFORMATION TECHNOLOGY	VISUAL ARTS
11	SIS20321 Certificate II in Sport Coaching **	ICT20120 Certificate II in Applied Digital Technologies **	CUA20720 Certificate II in Visual Arts Over two years
12	SIS20321 Certificate II in Sport Coaching **	ICT30120 Certificate III in Information Technology	
	<i>For students interested in coaching and group fitness within a sport and recreation environment.</i>	<i>For students interested in the IT industry and digital media skills.</i>	<i>For students interested in creating works of art by applying a creative design process</i>

** Course can be commenced in either Year 11 or Year 12.

For further information please see the Course Descriptions under the relevant Learning Area:

- SIS20321 Certificate II in Sport Coaching – Health and Physical Education
- ICT20120 Certificate II in Applied Digital Technologies – Technologies
- CUA20720 Certificate II in Visual Arts (Art and Photography) – Arts
- ICT30120 Certificate III in Information Technology – Technologies

Students may access a range of other VET opportunities by attending training organisations on a one-day per week basis across a broad range of industry areas, in consultation with mentors, parents and Mrs Steer. Please refer to the list of available certificates on pages 110–111. A competitive application process may apply. Students completing ATAR subjects would need to consider the impact that being out of the college for one day per week would have on their achievement.

Workplace Learning (INSTEP)

Who is this course for?

Workplace Learning is a School Curriculum and Standards Authority Endorsed Program. Students may complete four placements across Years 11 and 12 in different industry areas or workplaces. This program is for students who are hands-on learners wishing to extend their work experience opportunities. Participating in different industry areas will help students who may be undecided about career pathways to determine their most suitable pathway. Students must be responsible, self-starters who will work independently and have the organisational ability to keep up with classwork and Log Book completion.

Wesley College is a member of the [INSTEP West cluster](#). INSTEP West staff manage the program for cluster schools by interviewing students, placing them in appropriate industry workplaces and conducting monitoring workplace visits. Interested students will need to complete an INSTEP West application package, prepare a personal portfolio and attend an interview with INSTEP West staff. The requirement to attend a workplace for twelve Fridays in each placement generally necessitates that Workplace Learning students are engaged in the Vocational Pathway. Work placements may also be organised in school holiday blocks.

How do I apply?

Mrs Steer (based in the Senior Studies Centre) coordinates applications for entry into the INSTEP program and oversees the progress of the boys. The 2024 application package for INSTEP West is on the Careers Schoolbox page [at this link](#). Completed application packages are due to Mrs Steer in the Senior Studies Centre by Friday, 3 November 2023. Ensure you have registered your interest with Mrs Steer early as interviews will be held at Wesley in mid-November 2023.

Students will attend a compulsory INSTEP West Induction Day in February 2024. Further details will be sent directly to successful applicants.

How are you assessed?

For each 55 hours completed in the workplace, students receive a C grade unit equivalent, to a maximum of four units. Unit equivalents are allocated to either Year 11 or Year 12 in the manner that best advantages the student.

- | | |
|----------------------|--------------------|
| • Less than 55 hours | No unit equivalent |
| • 55 – 109 hours | 1 unit equivalent |
| • 110 – 164 hours | 2 unit equivalents |
| • 165 – 219 hours | 3 unit equivalents |
| • 220 + hours | 4 unit equivalents |

Students must provide evidence of their knowledge and understanding of workplace skills by completing the Workplace Learning Log Book. This includes:

- An attendance record completed progressively by the student
- Task schedule completed progressively by the student
- Workplace Learning Skills Journal after each 55 hours completed in the workplace
- Workplace supervisor's evaluation of student performance completed by workplace supervisor after 55 hours and at the end of the placement.

Future Pathways

Work experience is highly valued by employers and TAFE Colleges. Workplace Learning students may be offered pre-apprenticeships, apprenticeships or paid work on completion of successful placements.

Other VET Opportunities

Some students may be interested in the challenge of completing a VET qualification outside the College. These certificate options require that students attend one day per week in the workplace. Students must demonstrate commitment to maintaining their school subject grades if they are to be out of the College for one day each week.

Please make an appointment to meet with Mrs Steer if any of the following opportunities interest you.

School Based Traineeships (SBTs)

School Based Traineeships (SBTs) provide a pathway for students to successfully transition from school to work or further training. SBTs aim to provide students with the opportunity for extended participation in the workplace, leading to increased career choices and possibly full-time apprenticeships, employment or further education and training.

Assessment

Students will gain a Certificate II by demonstrating knowledge and skills in their chosen industry area. Workplace assessors will visit students in the workplace and evaluate their ability against industry standards. Students completing the identified competencies will receive the full certification.

Industry areas

School Based Traineeships are available in a wide range of industries, for example, building and construction, sport and recreation, horticulture, hospitality, retail and business.

VET in Schools Profile Funded VET Certificates at TAFE Colleges

Enrolment in VET courses at [South Metropolitan TAFE](#) and [North Metropolitan TAFE](#) are subject to a competitive application process. Wesley will receive information about the certificate and pre-apprenticeship opportunities available for 2024, in Term Three.

Certificates II and III in Music Industry (Sound Production), Certificate II in Creative Industries (Game Design and Animation).

These certificates (and many others) are delivered at [Mount Pleasant College](#).

Certificate II in Plumbing (Plumbing Pre-Apprenticeship)

[MPA Skills](#) offers a pre-apprenticeship for those students who want to participate in the program across Years 11 and 12. The Certificate II qualification counts towards a student's final results at school and includes holiday work experience components.

Entry Requirements: Students must be going into Year 11 or 12 with a C Grade average to be eligible for the program. Entry involves a completed enrolment form and an interview.

Alternative Pathway to University – Year 12 Students Only

In Year 12, successful completion of a Certificate IV will meet the requirements for direct entry into a broad range of Bachelor Degrees at Western Australian universities. If using this as an entry pathway, students should check admission requirements at their preferred tertiary institution. Students may wish to complete the following certificate courses by attending training at a Registered Training Organisation one day per week. Friday is the preferred release day.

The following courses are available for study one day a week at the [Fremantle Education Centre](#)

- The Certificate IV in Business course outline is [here](#)
- The Certificate IV in Community Services course outline is [here](#)

The following courses are available for study one day a week at the [Health Science Hub](#)

- Certificate IV in Science (Biology) Mental Health and Psychology, see details [here](#)
(*Note. This qualification does not contribute to WACE so careful subject selection will be required.)
- Certificate IV in Preparation for Health and Nursing Studies, see details are [here](#)
- Certificate IV in Science (Biology) Forensic Science, see details [here](#)
(*Note. This qualification does not contribute to WACE so careful subject selection will be required.)

UniReady

UniReady is for students who hope to go to university, but who will not achieve entry via ATAR.

UniReady is run as an endorsed program and contributes towards WACE (up to 4 units) as well as providing the equivalent to a 70 ATAR (at Curtin) if students pass all four units, giving direct entry to many degrees. It is also accepted at some other universities. It is a timetabled course and will involve a significant amount of work being completed in the student's own time.

Students will study 4 Units:

- Fundamentals of Academic Writing
- Foundations of Communication
- Introduction to Commerce
- Introduction to Humanities

As this course requires a significant commitment from the student in terms of application, students are required to apply for the course. This will be done as part of an interview process. It is not recommended for students who have achieved less than 50% in Year 11 ATAR English or who scored less than 80% in Year 11 General English.

Successful completion of UniReady satisfies the English Language competence requirement for University Entrance.

Further Information

[Schoolbox Course and Unit Pages](#)

