



LOCAL/DOMESTIC STUDENT WACE ATAR HANDBOOK 2024

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Contents

GLOBAL STUDY FOR LOCAL PEOPLE	4
GUIDE TO KEY ABBREVIATIONS	5
YEAR 11 AND YEAR 12	6
Notional contributions and charges	6
ENROLMENT	7
STUDY AT CANNING COLLEGE IN 2024	8
The WASSA	8
The Western Australian Certificate of Education (WACE)	8
WACE requirements at Canning College	8
Literacy and numeracy standard requirement	8
Breadth and depth requirement	8
Achievement standard requirement	9
Unit equivalents	9
WACE REQUIREMENTS AT CANNING COLLEGE IN 2024	10
ATAR Pathway	10
How an ATAR works	10
Year 11 and 12 ATAR at Canning College in 2024	11
COURSE SELECTION ADVICE	12
Focus, determination, commitment and ability	12
Interests and possible future careers	12
Aptitude for a particular type of learning	12
COURSE AVAILABILITY	12
YEAR 10 PREREQUISITES FOR YEAR 11 COURSES	13
YEAR 11 PREREQUISITES FOR YEAR 12 COURSES	13
COURSE DESCRIPTIONS – ALPHABETICAL	14
ATAR ACCOUNTING AND FINANCE List B	14
ATAR BUSINESS MANAGEMENT AND ENTERPRISE List A	15
ATAR CHEMISTRY List B	16
ATAR COMPUTER SCIENCE List B	17
ATAR ECONOMICS List A	19
ATAR ENGLISH List A	20
ATAR ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D) List A	22
ATAR HUMAN BIOLOGY List B	24
ATAR LANGUAGE – non-school candidate	26
ATAR MATHEMATICS APPLICATIONS List B	27



ATAR MATHEMATICS METHODS List B	29
ATAR MATHEMATICS SPECIALIST List B	31
ATAR PHYSICS List B	33
ATAR PSYCHOLOGY List B	34
APPENDIX 1: OLNA TESTING DATES	36

GLOBAL STUDY FOR LOCAL PEOPLE

Canning College's university-style international setting has helped thousands of students achieve their goal of entry into Australia's best universities. From 2024, local/domestic students can enrol in Year 10, Year 11 and Year 12 studies on their pathway to university entry. Some local/domestic students may also be eligible to enrol in the WA Universities' Foundation Program (WAUFP).

With a reputation for success built over more than 40 years, Canning College offers students who are studying towards the completion of the Western Australian Certificate of Education (WACE) and an Australian Tertiary Admission Rank (ATAR) a unique opportunity to advance their education in an international study environment.

Our expert teachers, high levels of care and support, and academically challenging programs prepare students for the high demands of studies at tertiary level. On campus, local/domestic students engage with international students, who are also focused on achieving academic goals. There are no bells or sirens to indicate break times, and students are not required to wear uniforms, which means students must be focused, dedicated and capable self-managers.

GUIDE TO KEY ABBREVIATIONS

Abbreviation	Full term
ATAR	Australian Tertiary Admission Rank
OLNA	Online Literacy and Numeracy
SRMS	Student Records Management System
the Authority	School Curriculum and Standards Authority
TEA	Tertiary Entrance Aggregate – 4 best scaled scores and any bonus points, to a maximum of 430 – then ranked to become an ATAR
TISC	Tertiary Institution Services Centre
WACE	Western Australian Certificate of Education
WASSA	Western Australian Statement of Student Achievement
WASN	Western Australian student number

The information contained in this document may change. Students are encouraged to seek personalised advice from Canning College staff.

YEAR 11 AND YEAR 12

Canning College's educational goal is to prepare academically aspirational students for success at university. We want students to enjoy academic success in their senior secondary schooling and make a successful transition to university studies. But Canning College is about more than university preparation alone. Our students come from around 20 different countries and an international community culture is built into our college campus life. Our multi-cultural campus provides a wonderful environment for young adults to interact and make friends with peers from around the world, to develop cross-cultural understandings and a deeper appreciation of and engagement with our global community.

The benefits of studying at Canning College are many and varied, including:

- Canning College caters for students in Years 10, 11 and 12.
- Our students range in age from 15 years (Year 10) to adult/mature age.
- Our current student profile is international students only. We are also opening enrolments to local/domestic students from 2024.
- We offer students a university environment. We interact with one another informally and respectfully, students and staff are on first-name terms, and we don't have bells or uniforms.
- Because of our adult ethos, range of programs and timetable structure, and the physical openness of our campus, students need to be self-managing and self-responsible.
- Prospective students need to be mindful that in 2024 and possibly in 2025 also, Canning College can offer our current Year 11 and Year 12 WACE ATAR subjects only. As our enrolment grows over time, we will expand our range of ATAR subjects and potentially also deliver WACE General and VET courses.
- A student's performance in Year 9 NAPLAN and in Year 10 English, HASS, Mathematics and Science provide good indicators of their ability to cope with the level of the course work and academic rigour of the Year 11 ATAR courses offered at Canning College. Prospective students need to be cognisant of the course pre-requisites set out in the WACE ATAR Course Descriptions. A student's academic performance in Year 11 provides a sound indicator of their ability to achieve success with their Year 12 ATAR studies.
- Our college has a cafe, modern library and sports and recreational facilities including a gym, soccer pitch and outdoor courts. Students may access these facilities during their non-timetabled time each day.
- Our academic advisers and student services team members support, motivate and guide students to achieve their ambitions and their growth as informed, caring and capable local and global citizens.

Notional contributions and charges

Canning College's Contributions and Charges are set according to Department of Education policy. Parents will be advised of the 2024 Contributions and Charges two months before the start of the school year. The Year 11 and Year 12 WACE ATAR Course Descriptions Handbook outlines notional course costs for 2024. These do not include the cost of textbooks and stationery.

ENROLMENT

If you would like to find out more about Year 11 or Year 12 at Canning College and whether our College provides the ATAR pathway that meets your academic aspirations and needs, please follow these enrolment steps:

- Think about your education and career goals and read the information in this handbook to see if our ATAR offering meets your needs.
- Contact a member of our enrolment team by calling 08 9278 3500 during office hours (8.30am – 4pm, Monday to Friday). Alternatively, complete an enquiry form on our website here www.canningcollege.wa.edu.au/local-students, or email canning.col.local@education.wa.edu.au.
- We will send you an Expression of Interest (EOI) enrolment form and arrange a suitable time for you to meet with one of our team members.

STUDY AT CANNING COLLEGE IN 2024

In 2024 Canning College offers Year 11 and Year 12 students the opportunity to achieve the Western Australian Certificate of Education (WACE) and attain an Australian Tertiary Entrance Rank (ATAR) for direct university entrance.

This document outlines:

- Western Australian Statement of Student Achievement (WASSA)
- WACE requirements
- ATAR
- Course selection advice
- OLN Testing dates 2024

At the end of Year 12 in Western Australia, the School Curriculum and Standards Authority (the Authority) issues students with a Western Australian Statement of Student Achievement (WASSA) and, if requirements are completed, the Western Australian Certificate of Education. Students who study four or more Australian Tertiary Admissions Rank (ATAR) courses in Year 12, receive an ATAR from the Tertiary Institutions Service Centre (TISC).

The WASSA

The Authority issues a Western Australian Statement of Student Achievement (WASSA) to students when they complete Year 12. The statement formally records a student's achievement in every course, qualification and program that they completed in senior secondary schooling. It provides evidence of achievement.

The Western Australian Certificate of Education (WACE)

The WACE is awarded by the Authority when students successfully completed senior secondary schooling in WACE studies and have met the WACE requirements. The certificate shows a student has met the achievement, breadth and depth and standards required for Year 11 and Year 12.

WACE requirements at Canning College

Students must:

- Complete at least four Year 12 ATAR courses, including the ATAR external examinations
- Demonstrate a minimum standard of literacy and numeracy
- Meet the breadth and depth requirements
- Meet the achievement standard

Literacy and numeracy standard requirement

Students must demonstrate the minimum literacy and numeracy standard based on skills regarded as essential for individuals to meet the demands of everyday life and work. They demonstrate this by either:

- pre-qualifying in reading, writing and numeracy in their Year 9 NAPLAN and being exempted from that component in the OLN, or
- demonstrating the standard through the Online Literacy and Numeracy Assessment (OLNA)

Breadth and depth requirement

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

- a minimum of ten Year 12 units or the equivalent

- four units from an English learning area course, post-Year 10, including at least one pair of Year 12 units from an English learning area course
- one pair of Year 12 units from List A (Arts/Languages/Social Sciences)
- one pair of Year 12 units from List B (Mathematics/Science/Technology)

Achievement standard requirement

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

Unit equivalents

The requirements for completing 20 units and at least 14 C grades may be partly met through unit equivalents. These units are considered equivalent to one unit of a Year 11 or Year 12 course. Students can obtain unit equivalents through some Vocational Education and Training (VET) qualifications or endorsed units. Endorsed units include qualifications recognised by the Authority, such as some music, dance, swimming, cadet and ranger programs. The College can support students to have relevant qualifications included in their WACE. Students are encouraged to discuss their extra-curricular activities and qualifications with the College, to see if they will be eligible for endorsed units.

WACE REQUIREMENTS AT CANNING COLLEGE IN 2024

- 1

General requirements

Students must:

 - demonstrate a minimum standard of literacy (reading and writing) and a minimum standard of numeracy
 - complete a minimum of 20 units, or equivalents
 - complete at least four Year 12 ATAR courses

- 2

Literacy and numeracy standard

For the WACE literacy and numeracy standard students may:

 - pre-qualify through achieving Band 8 or higher in reading, writing and numeracy tests of the Year 9 National Assessment Program - Literacy and Numeracy (NAPLAN), or;
 - demonstrate the minimum standard of literacy and numeracy by successfully completing the relevant components of the Online Literacy and Numeracy Assessment (OLNA) in Year 10, 11 or 12.

- 3

Breadth and depth

Students must complete a minimum of 20 units, which may include unit equivalents attained through endorsed programs. The requirement must include at least:

 - a minimum of 10 Year 12 units, or the equivalent
 - four units from an English course, post-Year 10, including at least one pair of Year 12 units from an English learning area course
 - one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology) subjects.

- 4

Achievement standard

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

- 5

Unit equivalents

The College may recognise unit equivalents if they have been achieved in authority-endorsed extra curricula activities, or are VET qualifications that can be included.

ATAR Pathway

Canning College WACE students study an Australian Tertiary Admission Rank (ATAR) pathway. Students enrolled in a Year 12 ATAR course pair of units are required to sit the written, and if the course has one, the practical examination. EAL/D and non-school candidate language WACE examinations include a practical examination. If Year 12 ATAR students do not sit the WACE examinations, the course mark or grade will not be recorded on the WASSA, nor count for WACE requirements.

How an ATAR works

- An ATAR ranges from 99.95 to zero. It ranks a student's position relative to all other students sitting the WACE examinations.
- The ATAR is calculated by the Tertiary Institute Services Centre (TISC) using a student's best four scaled ATAR course scores.

- The ATAR is based on a student’s school assessment (50%) and the WACE external examinations (50%). There is a marks adjustment and scaling process to ensure marks between schools, and between courses, are comparable. The College will provide more information on this process during the year.
- The ATAR allows the result of any WA student applying for university admission in other states to be directly compared with ATAR results in other states. The ATAR can be used in WA, other states and universities world-wide.
- WACE courses leading to an ATAR provide school leavers with a pathway for direct university entrance.

In Year 12 a minimum of 4 ATAR courses is required. The College strongly recommends students complete a minimum of 5 ATAR courses to support successful completion of WACE requirements and to optimise their university pathways. Year 12 students sit their ATAR exams at end of Year 12. Written examinations usually commence the last week of October and first week of November.

Year 11 and 12 ATAR at Canning College in 2024

Year 11 students must study six ATAR courses in both Semester 1 and Semester 2, contributing 12 units of the 20 units required to achieve the WACE.

Students select:

- ATAR English or English as an Additional Language or Dialect (EAL/D) (for qualifying students only)
- five other ATAR courses including at least one from both List A and List B

Generally, students will study the same courses in Year 11 and Year 12. In Year 12, in addition to English or EAL/D, students study four or five other courses in which they intend to sit the external exam at the end of their course. The four or five courses selected should include at least one from both List A and List B. The Year 12 courses contribute eight units towards the student’s WACE. Please note that the College strongly recommends students select a minimum of 5 ATAR courses in Year 12. Sample programs shown below:



COURSE SELECTION ADVICE

Choosing courses for study in Year 11 should be based on ability, application, goal and commitment. Students are encouraged to select courses which are realistic and in keeping with their academic ability. They should meet the Year 10 course prerequisites to help ensure they are able to cope with the level of difficulty and workload of the Year 11 and 12 course. Selecting courses that are of interest to students is more likely to lead to success and enjoyment in their studies. Choices should be made to maximise options for the future. Making choices for Year 11 should be based on the following considerations:

Focus, determination, commitment and ability

It is highly recommended students choose courses which are realistic and in keeping with their academic ability. ATAR requires skills and perseverance in time management, planning ahead, staying focused on tasks, organisational skills and being strongly motivated to improve. It is important students seek feedback and act on it. Over the two years of ATAR study, students will adapt and develop their study and learning skills. ATAR courses suit students who are increasingly self-directed, who are positive, determined and believe they are able to grow and develop their study, examination and course specific skills. It is recommended students commit at least three hours of extra study a week to each ATAR course. This includes completing assigned work and revising, developing an effective routine and using effective strategies for learning.

Interests and possible future careers

Students are more likely to enjoy and succeed in their studies if they select courses they find interesting and motivating. Choices should also maximise future options. If students are not sure of future goals or pathways, the College recommends they maintain a broad selection to increase future opportunities.

Aptitude for a particular type of learning

The ATAR pathway is content and test/examination focused, requiring a high degree of self-discipline and determination.

COURSE AVAILABILITY

The College reserves the right to withdraw any course. Available resources limit the number of classes that can be offered. Class sizes are capped, so enrolments for a course are on a 'first-in' basis. Places will be allocated first to students who have met the prerequisites and submit all relevant selection forms and documentation before the due date. Late selection and enrolment may limit course availability. Students who submit their enrolment forms and course selections after 31 October 2023 risk the possibility of not being able to study all their preferred subjects. Late enrolments will be considered on a case-by-case basis.

YEAR 10 PREREQUISITES FOR YEAR 11 COURSES

The Year 11 program is studied over four terms, across two semesters. A Year 10 student needs to meet the prerequisite for a Year 11 course to enrol in that course. The College plans to offer the following courses:

	COURSE	PREREQUISITE
List A	ATAR English	B grade or higher in Year 10 English
	ATAR English as an Additional Language or Dialect	Meet the Authority's eligibility requirements and complete an online ATAR/EALD declaration via the Authority's student portal
	ATAR Business Management and Enterprise	C grade or higher in Year 10 HaSS
	ATAR Economics	B grade or higher in Year 10 HaSS
	ATAR Language – non-school candidate	Discuss eligibility on enrolment – students will sit the Year 12 ATAR examination only (note – does not contribute to WACE requirements)
List B	ATAR Accounting and Finance	B grade or higher in Year 10 HaSS and Year 10 Mathematics Mainstream or higher stream
	ATAR Chemistry	A grade in Year 10 Science
	ATAR Computer Science	C grade or higher Year 10 Mathematics Mainstream and B grade or higher Year 10 English
	ATAR Human Biology	B grade or higher Year 10 Science
	ATAR Mathematics Applications	B grade or higher Year 10 Mathematics Mainstream
	ATAR Mathematics Methods	A grade Year 10 Mathematics Mainstream
	ATAR Mathematics Specialist	A grade Year 10 Mathematics (most advanced stream)
	ATAR Psychology	A grade Year 10 Science
	ATAR Physics	A grade Year 10 Science

YEAR 11 PREREQUISITES FOR YEAR 12 COURSES

To progress to Year 12, students must demonstrate:

- Satisfactory progress towards WACE requirements in Year 11
- Successful completion of Year 11 units – that is, C grades
- Meet eligibility requirements if studying ATAR EAL/D

COURSE DESCRIPTIONS – ALPHABETICAL

ATAR ACCOUNTING AND FINANCE List B

Notional course cost \$70 per year, plus any textbooks and personal stationery items

Prerequisite

B grade or higher Year 10 HaSS **and** Year 10 Mathematics Mainstream or higher

Description

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

Year 11

Unit 1: The focus for this unit is on double entry accounting for small businesses

Unit 2: The focus for this unit is on accrual accounting

Year 12

Unit 3: The focus for this unit is on internal management for business

Unit 4: The focus for this unit is on Australian reporting entities and how they are regulated by the *Corporations Act 2001*.

Assessment

- Tests – students calculate, record, report, analyse, interpret, problem solve and provide recommendations on financial and non-financial information
- Projects – students scrutinise accounting and financial issues, analyse, critique and interpret given situations and make conclusions
- Examinations

Exploring career pathways

Accountant – forensic; crypto; environment, social and governance; start-up; digital; financial investigator; financial analyst; auditor; Chief Financial Officer; financial manager; investment analyst; cost accountant; project accountant; actuary; data analyst; procurement manager

ATAR BUSINESS MANAGEMENT AND ENTERPRISE List A

Notional course cost \$70 per year, plus any textbooks and personal stationery items

Prerequisite

Year 11: C grade or higher in Year 10 HaSS

Description

The Business Management and Enterprise ATAR course focuses on business planning, marketing and growth, and opportunities provided for business by technology and the global environment. Students examine factors that drive international business developments, the features and traits of successful management, and how businesses operate strategically to maximise business performance in a global setting. Through the consideration of real businesses and scenarios, students develop knowledge, understanding and skills that enable them to apply financial and business literacy, analyse business opportunities, evaluate business performance, identify and create opportunities, and make sound, ethical business decisions within a business environment. The course equips students to participate proactively in the world of business, behave responsibly and demonstrate integrity in business activities.

Year 11

Unit 1: The unit focuses on how to be successful in an Australian business market and exploring what it takes to be successful beyond the initial start-up stage. Students investigate successful marketing campaigns and examine how businesses succeed and grow through different business practices.

Unit 2: The focus of this unit is on business growth and the challenges faced by businesses wanting to expand in an Australian market. The unit explores issues which may arise in the business environment and how to address these issues.

Year 12

Unit 3: The focus of this unit is on strategic international business growth. The unit explores the need for global expansion and change management. It also addresses the opportunities provided by the global environment and the factors that drive international business development.

Unit 4: The focus of this unit is on global business operations. The unit explores how businesses operate strategically and examines the features and traits of successful management. It addresses the significance of strategic planning and the concept of competitive advantage.

Assessment

- Business research presented in written, oral or multimedia formats, including presentations, in-class validation essays, survey data, learning journals, project notes
- Response – short answer or extended questions, responding to one or more stimuli
- Examination

Exploring career pathways

Accountant, actuary, Arts Administrator or Manager, Small Business Owner, Financial Analyst, Records Manager, Sports Administrator, Marketing Officer, Industrial Relations Officer, Management Consultant, Marketing Officer, Work Health and Safety Officer

ATAR CHEMISTRY List B

Notional course cost \$80 per year, plus any textbooks and personal stationery items

Prerequisite

A grade in Year 10 Science

Description

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

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

Year 11

Unit 1: Chemical fundamentals: structure, properties and reactions

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

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

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

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.

Assessment

- Science Inquiry, Practical work, Investigation
- Extended Response
- Tests
- Examination

Exploring career pathways

Biomedical engineer; Chemist; Dietician; Environmental Health Officer; Wine Maker; Pathologist; Geophysicist; Exercise Physiologist; Registered Nurse; Veterinarian

ATAR COMPUTER SCIENCE List B

Notional course cost \$60 per year, plus any textbooks and personal stationery items

Prerequisite

C grade or higher Year 10 Mathematics Mainstream **and** Year 10 English B grade or higher

Description

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 essential. 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.

Python is the prescribed programming language for Computer Science ATAR.

Units 1 and 3; 2 and 4 have the same descriptions, however the Year 12 units build on knowledge and skills from Year 11. Units 3 and 4 have increased specialisation and complexity.

Year 11

Unit 1: Design and development of programming and network solutions

Students gain knowledge and skills to create software solutions. They use algorithms and structured programming to design and implement software solutions for a range of problems. They consider the complex interactions between users, developers, the law, ethics and society when computer systems are used and developed. Students learn about network communications and the transfer of data through a network.

Unit 2: Design and development of database solutions and cyber security considerations

Students learn about the design concepts and tools used to develop relational database systems. Students gain knowledge and skills to create database solutions and create queries to extract relevant information. Students consider the security of network communications, exploring a range of threats and measures used to keep networks secure. Students examine attitudes and values involved in the creation and use of computer-based systems and their effect on society. They examine the ethical and legal obligations of the user and developer in the collection and storage of data.

Year 12

Unit 3: Design and development of programming and networking solutions

Students gain knowledge and skills to create software solutions. They use algorithms, structured programming and object-oriented techniques to design and implement software solutions for a range of problems. They consider the complex interactions between users, developers, the law, ethics and society when computer systems are used and developed. Students learn about network communications and the transfer of data through a network.

Unit 4: Design and development of database solutions and cyber security considerations

Students learn about the design concepts and tools used to develop relational database systems. Students gain knowledge and skills to create database solutions and create

queries to extract relevant information. Students consider the security of network communications, exploring a range of threats and measures used to keep networks secure. Students examine attitudes and values involved in the creation and use of computer-based systems, and their effect on society. They examine the ethical and legal obligations of the user and developer in the collection and storage of data.

Assessment

- Project
- Theory test
- Practical test
- Examination

Exploring career pathways

Electronics Engineer; Games Developer; Mechatronics Engineer; Patents Examiner; Systems Analyst; Business Systems Analyst; Statistician; Multimedia Specialist; Records Manager Computer Science supports further studies in other areas including Science, Technology, Engineering, Mathematics and Business

ATAR ECONOMICS List A

Notional course cost \$70 per year, plus any textbooks and personal stationery items

Prerequisite

B grade or higher in Year 10 HaSS

Description

Economics investigates the choices which all people, groups and societies face as they attempt to resolve the ongoing problem of satisfying their unlimited wants with limited resources. Economics aims to understand and analyse the allocation, utilisation and distribution of scarce resources that determine our wealth and wellbeing. Economics develops the knowledge, reasoning and interpretation skills that form an important component of understanding individual, business and government behaviour at the local, national and global levels. The Economics ATAR course develops reasoning, logical thinking and interpretation skills demanded by the world of work, business and government. Economic literacy developed through this course enables students to actively participate in economic and financial decision-making, which promotes individual and societal wealth and wellbeing. The emphasis of the course is on the Australian economy.

Year 11

Unit 1: Microeconomics

Introduces microeconomics and explores the role of the market in determining the wellbeing of individuals and society. Students explore the workings of real-world markets with an emphasis on the Australian economy.

Unit 2: Macroeconomics

Introduces macroeconomics and explores economic growth, inflation and unemployment with an emphasis on the Australian economy. Students learn it is important to measure and monitor changes in these macroeconomic indicators as changes in the level of economic activity affect the wellbeing of individuals and society.

Year 12

Unit 3: Australia and the global economy

Explores the interdependence of Australia and the rest of the world. Australia is a relatively open economy and, as such, is influenced by changes in the world economy.

Unit 4: Macroeconomic theory and economic policy

Explores the economic objectives of the Australian Government and the actions and policies taken in the pursuit of these objectives. Changes in the level of economic activity influence the policy mix and the government's capacity to achieve its objectives.

Assessment

- Investigation
- Data interpretation/Short answer
- Extended answer
- Examination

Exploring career pathways

Accountant; Urban and regional planner; Statistician; Economist – health, behavioural, financial, labour, macroeconomy; Auditor; Financial Analyst; Human Resource Manager; Importer or Exporter; Industrial Relations Officer; Management Consultant; Market Research Analyst; Policy Analyst; Quantity Surveyor; Stockbroker; Actuary; Financial controller, financial services, financial consultant; banking, insurance, real estate, law, public taxation, transport, energy, pricing and risk analysis.

ATAR ENGLISH List A

Notional course cost \$70 per year, plus any textbooks and personal stationery items

Prerequisite

B grade or higher in Year 10 English

Description

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes, encouraging students to critically engage with texts from their contemporary world, the past, and from Australian and other cultures. Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and to enjoy creating imaginative, interpretive, persuasive and analytical responses in a range of written, oral, multimodal and digital forms.

Year 11

Unit 1: Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended, and the contexts in which they are created and received. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts. Study in this unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning. Students develop an understanding of stylistic features and apply skills of analysis and creativity. They are able to respond to texts in a variety of ways, creating their own texts, and reflecting on their own learning.

Unit 2: Students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit. By responding to and creating texts in different modes and media, students consider the interplay of imaginative, interpretive, persuasive and analytical elements in a range of texts and present their own analyses. Students critically examine the effect of stylistic choices and the ways in which these choices position audiences for particular purposes, revealing and/or shaping attitudes, values and perspectives. Through the creation of their own texts, students are encouraged to reflect on their language choices and consider why they have represented ideas in particular ways.

Year 12

Unit 3: Students explore representations of themes, issues, ideas and concepts through a comparison of texts. They analyse and compare the relationships between language, genre and contexts, comparing texts within and/or across different genres and modes. Students recognise and analyse the conventions of genre in texts and consider how those conventions may assist interpretation. Students compare and evaluate the effect of different media, forms and modes on the structure of texts and how audiences respond to them. Understanding of these concepts is demonstrated through the creation of imaginative, interpretive, persuasive and analytical responses.

Unit 4: Students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument. Through close study of texts, students explore relationships between content and structure, voice and perspectives and the text and context. This provides the opportunity for students to extend their experience of language and of texts and explore their ideas through their own reading and viewing. Students demonstrate understanding of the texts studied through creation of imaginative, interpretive, persuasive and analytical responses.

Assessment

- Responding
- Creating
- Examination

Exploring career pathways

Speech therapist; Solicitor; Public Relations Officer; Advertising; Graphic Design; Health Promotion; Librarian/records management/archivist; Arts administration and management; Social content creation and management; Anthropology; Teacher.

ATAR ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D) List A

Notional course cost \$70 per year, plus any textbooks and personal stationery items

Prerequisite

Meet the Authority's eligibility requirements, provide relevant documentation and complete an online ATAR/EALD declaration via the Authority's student portal.

Description

The EAL/D courses are designed for students who speak another language or dialect as their first or 'home' language. EAL/D focuses on development of the competent use of Standard Australian English (SAE) in a range of contexts. The EAL/D ATAR course develops academic English skills to prepare students for tertiary study.

Year 11

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

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

Year 12

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

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

Assessment

- Investigation
- Response
- Written production
- Oral production
- Written examination

Students who are registered as eligible to be enrolled in Year 12 EAL/D will automatically be granted an extra 10 minutes to complete the reading, writing and numeracy components of the OLNA. Please note EAL/D has a 'practical' examination component.

ATAR HUMAN BIOLOGY List B

Notional course cost \$80 per year, plus any textbooks and personal stationery items

Prerequisite

B grade or higher Year 10 Science

Description

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.

As a science, the subject matter of this course is founded on knowledge and understanding that has been gained through systematic inquiry and scientific research. However, this knowledge is far from complete and is being modified and expanded as new discoveries and advancements are made. Students develop their understanding of the cumulative and evolving nature of scientific knowledge and the ways in which such knowledge is obtained through scientific investigations. They learn to think critically, to evaluate evidence, to solve problems and to communicate understandings in scientific ways.

Year 11

Unit 1: The functioning human body

Students analyse how the structure and function of body systems, and the interrelationships between systems, support metabolism and body functioning.

Unit 2: Reproduction and inheritance

Students study the reproductive systems of males and females, the mechanisms of transmission of genetic material from generation to generation, and the effects of the environment on gene expression.

Year 12

Unit 3: Homeostasis and disease

Students explore 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

Students explore the variations in humans, their changing environment and evolutionary trends in hominids.

Assessment

- Science inquiry, practical work, Investigations
- Extended response
- Tests
- Examination

Exploring career pathways

Biomedical scientist; Epidemiologist; Pharmacist; Audiologist; Research Assistant; Biopharmaceutical industry quality control; Laboratory Technician; Optometrist; Dentist; Registered Nurse; Occupational Therapist; Speech Therapist; Dietician; Genomic/Genetic Counselling; Bioinformatics/Computational Biology (application of

computer, statistics and mathematics to biological information); Physiotherapist; food and hospitality pathways; childcare, sport and social work; medical and paramedical fields.

ATAR LANGUAGE – non-school candidate

There is a fee to pay the Authority at the time of enrolling as a non-school candidate.

Prerequisite

Some students may be able to sit the external ATAR examination in some languages, without completing the school-based part of the course. The ATAR examination result will count towards an ATAR, however, the course will not contribute to WACE requirements. Students will also receive the 10% language bonus in their TEA.

Description

As the College does not offer a language, students may be able to sit the following external examinations without being enrolled to study the course:

Interstate Language offerings

Chinese: First Language, or French, German, Hindi, Italian, or Korean: Background Language examinations

Assessment

Involves sitting the external WACE examinations, including the practical (oral) and written components. Students cannot be considered for a sickness or misadventure claim if they miss the external WACE examination due to sickness or misadventure caused by them or a third party.

Please discuss with the College if you have these background or first languages, and you are interested in this option.

ATAR MATHEMATICS APPLICATIONS List B

Notional course cost \$75 per year, plus any textbooks and personal stationery items

Prerequisite

B grade or higher Year 10 Mathematics Mainstream or above

Description

This course focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve analysing univariate and bivariate data, including time series data. The Mathematics Applications ATAR course is designed for students who want to extend their mathematical skills beyond Year 10 level, but whose future studies or employment pathways do not require knowledge of calculus. The course is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

Year 11

Unit 1 contains the three topics:

- Consumer arithmetic
- Algebra and matrices
- Shape and measurement

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

'Algebra and matrices' continues the Year 7–10 study of algebra and introduces the new topic of matrices. The emphasis of this topic is the symbolic representation and manipulation of information from real-life contexts using algebra and matrices. 'Shape and measurement' extends the knowledge and skills students developed in the Year 7–10 curriculum with the concept of similarity and associated calculations involving simple and compound geometric shapes. The emphasis in this topic is on applying these skills in a range of practical contexts, including those involving three-dimensional shapes.

Unit 2 contains the three topics:

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

'Univariate data analysis and the statistical investigation process' develop students' ability to organise and summarise univariate data in the context of conducting a statistical investigation. 'Applications of trigonometry' extends students' knowledge of trigonometry to solve practical problems involving non-right-angled triangles in both two and three dimensions, including problems involving the use of angles of elevation and depression and bearings in navigation. 'Linear equations and their graphs' uses linear equations and straight-line graphs, as well as linear-piece-wise and step graphs, to model and analyse practical situations.

Year 12

Unit 3 contains the three topics:

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

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

'Growth and decay in sequences' employs recursion to generate sequences that can be used to model and investigate patterns of growth and decay in discrete situations. These sequences find application in a wide range of practical situations, including modelling the growth of a compound interest investment, the growth of a bacterial population, or the decrease in the value of a car over time. Sequences are also essential to understanding the patterns of growth and decay in loans and investments that are studied in detail in Unit 4. 'Graphs and networks' introduces students to the language of graphs and the way in which graphs, represented as a collection of points and interconnecting lines, can be used to analyse everyday situations, such as a rail or social network

Unit 4 contains the three topics:

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

'Time series analysis' continues students' study of statistics by introducing them to the concepts and techniques of time series analysis. The content is to be taught within the framework of the statistical investigation process. 'Loans, investments and annuities' aims to provide students with sufficient knowledge of financial mathematics to solve practical problems associated with taking out or refinancing a mortgage and making investments. 'Networks and decision mathematics' uses networks to model and aid decision-making in practical situations.

Assessment

- Response (e.g. tests, assignments, quizzes)
- Investigations
- Examination

Exploring career pathways

Statistician; Actuary; Economist; Urban and regional planner; Mathematician; Market Research Analyst; Land Economist; Financial Planning Adviser; Conservation Biologist; Environmental Manager; Geographical Scientist; Sports Scientist; Dietician; Biochemist; Geneticist; Public Health; Computer Scientist; Cybersecurity; Accountant; Marketing; Health Promotion; Nursing; Business Information Systems, Computer Science; Network Security; Artificial Intelligence and Autonomous Systems; Cyber Security

ATAR MATHEMATICS METHODS List B

Notional course cost \$75 per year, plus any textbooks and personal stationery items

Prerequisite

B grade or higher Year 10 Mathematics Mainstream

Description

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

Mathematics Methods provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences. In summary, this course is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

Year 11

Unit 1 contains the three topics:

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

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

Unit 2 contains the three topics:

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

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

Year 12

Unit 3 contains the three topics:

- Further differentiation and applications
- Integrals
- Discrete random variables.

The study of calculus continues by introducing the derivatives of exponential and trigonometric functions and their applications, as well as some basic differentiation

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

Unit 4 contains the three topics:

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

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

Note: Mathematics Methods bonus – 10% of the scaled score will be added to a student's the Tertiary Entrance Aggregate, even if the course is not in their best four.

Assessment

- Response – tests, assignments, quizzes
- Investigation
- Examination

Exploring career pathways

Psychology; Biomedical Science; Forensic Biology; Statistician; Veterinary Science; Engineering (Technology, Maritime, Chemical, Mechatronics, Renewal Energy, Computer Systems, Mechanical, Civil); Physics; Data Science; Medicine; Actuarial Science; Physiotherapy; Pharmacology; Neuroscience; Wildlife Conservation; Geochemistry; Nutritionist; Botanist; Marine Biologist; Zoologist; Geographical and Spatial Science; Production Manager.

ATAR MATHEMATICS SPECIALIST List B

Notional course cost \$75 per year, plus any textbooks and personal stationery items

Prerequisite

B grade or higher in Year 10 Mathematics – most advanced stream

Description

This course provides opportunities, beyond those presented in the Mathematics Methods ATAR course, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Mathematics Specialist contains topics in functions and calculus that build on and deepen the ideas presented in the Mathematics Methods course, as well as demonstrate their application in many areas. The Mathematics Specialist course also extends understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. Mathematics Specialist is the only ATAR mathematics course that should not be taken as a stand-alone course and it is recommended to be studied in conjunction with the Mathematics Methods ATAR course as preparation for entry to specialised university courses such as engineering, physical sciences and mathematics.

Year 11

Unit 1 contains the three topics:

- 1.1 Geometry
- 1.2 Combinatorics
- 1.3 Vectors in the plane

The three topics complement the content of the Mathematics Methods ATAR course. The proficiency strand of Reasoning, from the Year 7–10 curriculum, is continued explicitly in the topic Geometry through a discussion of developing mathematical arguments. This topic also provides the opportunity to summarise and extend students' studies in Euclidean Geometry, knowledge which is of great benefit in the later study of topics such as vectors and complex numbers. The topic Combinatorics builds on the knowledge from Mathematics Methods and provides techniques that are very useful in many areas of mathematics, including probability and algebra. The topic Vectors in the plane provides new perspectives on working with two-dimensional space and serves as an introduction to techniques which can be extended to three-dimensional space in Unit 3. These three topics considerably broaden students' mathematical experience and therefore begin an awakening to the breadth and utility of the subject. They also enable students to increase their mathematical flexibility and versatility.

Unit 2 contains the three topics:

- 2.1 Trigonometry
- 2.2 Matrices
- 2.3 Real and complex numbers

Matrices provide new perspectives for working with two-dimensional space and Real and complex numbers provides a continuation of the study of numbers. The topic Trigonometry contains techniques that are used in other topics in both this unit and Units 3 and 4. All topics develop students' ability to construct mathematical arguments. The technique of proof by the principle of mathematical induction is introduced in this unit.

Year 12

Unit 3 contains the three topics:

- 3.1 Complex numbers
- 3.2 Functions and sketching graphs
- 3.3 Vectors in three dimensions

The Cartesian form of complex numbers was introduced in Unit 2, and in Unit 3, the study of complex numbers is extended to the polar form. The study of functions and techniques of calculus begun in the Mathematics Methods ATAR course is extended and utilised in

the sketching of graphs and the solution of problems involving integration. The study of vectors begun in Unit 1, which focused on vectors in one- and two-dimensional space, is extended in Unit 3 to three-dimensional vectors, vector equations and vector calculus, with the latter building on students' knowledge of calculus from the Mathematics Methods ATAR course. Cartesian and vector equations, together with equations of planes, enables students to solve geometric problems and to solve problems involving motion in three-dimensional space.

Unit 4 contains the three topics:

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

The study of differentiation and integration of functions is continued, and the techniques developed from this and previous topics in calculus are applied to the area of simple differential equations, in particular in biology and kinematics. These topics serve to demonstrate the applicability of the mathematics learnt throughout this course. Also in this unit, all of the students' previous experience in statistics is drawn together in the study of the distribution of sample means. This is a topic that demonstrates the utility and power of statistics.

Note: Mathematics Specialist bonus – 10% of the scaled score will be added to a student's Tertiary Entrance Aggregate, even if the course is not in their best four.

Assessment

- Response (tests, assignments, quizzes)
- Investigation
- Examination

Exploring career pathways

Statistician; Physicist; Engineering (all contexts); Astronomer; Financial Analyst; Actuary.

ATAR PHYSICS List B

Notional course cost \$80 per year, plus any textbooks and personal stationery items

Prerequisite

A grade Year 10 Science

Description

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. Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena. Students plan and conduct investigations to answer a range of questions, collect and interpret data and observations, and communicate their findings in an appropriate format. Problem-solving and using evidence to make and justify conclusions are transferable skills that are developed in this course.

Year 11

Unit 1: Thermal, nuclear and electrical physics

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

Unit 2: Linear motion and waves

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

Year 12

Unit 3: Gravity and electromagnetism

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

Unit 4: Revolutions in modern physics

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

Assessment

- Science Inquiry
- Experiment
- Investigation
- Evaluation and Analysis
- Test
- Examination

Exploring career pathways

Science, Engineering, Medicine and Technology pathways: Physicist; Data Scientist; Astronomy and Space; Climate science and meteorology; Engineering (all contexts); Cyber Security; Laser and photonics; Medical physics including nuclear medical imaging; Renewable energy; Robotics and AI; VFX (video effects) and game development; Finance and law; Computational physics; Nanoscience and nanotechnology.

ATAR PSYCHOLOGY List B

Notional course cost \$80 per year, plus any textbooks and personal stationery items

Prerequisite

A grade in Year 10 Science

Description

Students will be introduced to psychological knowledge which supports an understanding of the way individuals think, feel and behave in different contexts. Students learn about major psychological theories, studies and models, and conduct scientific investigations. Students develop skills to apply their psychological knowledge to explain thoughts, feelings and behaviours in the everyday world. Students apply the principles of scientific inquiry and ethical guidelines as they analyse data used to examine phenomena, such as developmental stages, memory, attention, attitudes, personality and social influence. An understanding of psychology is very useful, both to individuals and those assisting us to improve ourselves and our relationships, and to society as a whole.

Year 11

Unit 1: Biological and lifespan psychology

This unit introduces psychology as an inquiry-based discipline. Students begin to learn concepts associated with psychological theories, studies and models, which develop and change over time, to explain human emotion, cognition and behaviour.

Students learn the basic structure of the central nervous system and some effects of this structure on the way humans think, feel and behave. They are introduced to several methods used to study the brain.

The unit introduces lifespan psychology with a key focus on adolescent development. Students have the opportunity to understand the impact of developmental change on human thoughts, feelings and behaviours. They extend their understanding of developmental processes through learning the role of attachment and identifying stages of development according to specified theorists.

Science inquiry skills developed during Year 7–10 Science are further developed in this unit as students apply these skills to understanding and analysing psychological studies.

Unit 2: Attitudes, stereotypes and social influence

This unit focuses on the influence of others on human behaviour, cognition and emotion. Students explore the function and effect of attitudes and apply the tripartite model of attitude structure to develop a more complex understanding. Students explore theories of cognitive dissonance, social identity and attribution with reference to relevant psychological studies, and apply these theories to real-world experiences.

The unit introduces social influences. Students learn the role of stereotypes and the relationship between attitudes, prejudice and discrimination in a range of areas. They learn about the relationship between social influence and the development of prosocial and antisocial behaviours.

Students extend their understanding of Science inquiry and the way psychological knowledge develops over time and in response to ongoing research.

Year 12

Unit 3: Memory and learning

Cognitive psychology is concerned with the process of how human beings develop understanding and apply this to the world in which they live. Memory and learning form core components of cognitive psychology. Various theories of memory and learning have been developed based on psychological research.

In this unit, students learn the roles of sensation, perception and attention in memory. They further develop understanding of memory by applying models, understanding how

specific structures of the brain affect memory, and learning about some of the processes associated with memory and forgetting.

The unit explores theories of learning, including classical conditioning, operant conditioning and social learning theory, in the context of key studies. Students apply learning theories in behaviour modification to real-world contexts.

Science inquiry skills are further developed in this unit, as is the understanding that psychological knowledge develops over time and in response to ongoing research.

Unit 4: Psychology of motivation, wellbeing and health

A key concern in psychology is developing the understanding of human cognition, emotion and behaviour to inform improvements in the wellbeing of individuals and groups in society. 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.

This unit uses analysis of theories and models associated with motivation and wellbeing to establish psychological understandings of these concepts. It introduces some elements of the relationships between stress, sleep and wellbeing. Students learn psychological models and techniques to improve wellbeing in these contexts.

The unit emphasises the role and relevance of science inquiry, where the psychological research is applied to contemporary concerns.

Assessment

- Science Inquiry
 - Practical
 - Research
- Response
- Examination

Exploring career pathways

Health professions, education, human resources including selection and recruitment, social sciences, sales, media, marketing and market research, management, community and welfare services, social work, child protection, juvenile justice, community corrections, disability work, drug and alcohol, youth work; counselling – child and family, personal, grief and loss, trauma, genetics, careers; public relations; industrial relations; Education; Health – nursing, speech therapy, occupational therapy, rehabilitation counselling, audiology; Forensic psychology – courts and tribunals, mental health services, corrections, family services including family violence, parent training programs, police, private practice; Conciliation and mediation – dispute resolution; Advocacy and policy development; Social research.

APPENDIX 1: OLNA TESTING DATES

OLNA 2024 Testing window dates (School Curriculum and Standards Authority)

- * Optional sit: Year 9 students who sit in Term 4 will have this count as their first sit as a

Test Period	Writing	Numeracy and Reading	Cohort
Term 1^	26 – 27 February	26 February – 8 March	Year 11#, 12
Term 2 Window 1^	22 – 23 April	22 April – 3 May	Year 10, 11#, 12
Term 2 Window 2	10 – 11 June	10 – 21 June	Year 10, 11#, 12
Term 3 Window 1	22 – 23 July	22 July – 2 August	Year 10, 11, 12
Term 3 Window 2	2 – 3 September	2 – 13 September	Year 10, 11, 12
Term 4	21 – 22 October	21 October – 1 November	Year 9*, 10

Year 10 student.

- # Year 11 students are required to sit in one of these windows.
- ^ Monday, 4 March and Thursday, 25 April are public holidays in Western Australia. The OLNA will not be available on these dates.