



Guildford Grammar School

FOUNDED 1896

# Year 11

Course Selection  
Handbook 2024



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# Introduction

**Guildford Grammar School is a community of excellence where each student is guided throughout their learning journey at school and beyond. The Year 10 course selection process for Year 11 is a key event in the lives of our students. It is where they have the greatest input in their learning journey, following 10 years of compulsory education across their range of subjects. By now, our students have a greater sense of themselves and where their interests lie.**

The Go Forward Senior Pathways Framework is a starting point for the conversation between parents and their sons and daughters. The framework is designed to broaden the conversation about pathway choice. Many of our young people are not sure of their career pathways but can start by considering whether they would like to pursue university, TAFE, work or a combination of these as their next step.

Using the framework, students are supported to make effective decisions in their course choices for Year 11 and 12. Students can choose a suite of courses that will allow them to work confidently and purposely to achieve personal excellence with a multitude of options available to them when they leave school.

This handbook is part of the process for course selection that will set our students on their personalised pathway. For each course offered, clear information is provided with relevant contact details within the handbook.

## Supporting student decision-making

Our students are well supported in their course selection process. We have a range of events, ranging from a Careers Expo to a wrap-around meeting to discuss each student's selections.

Below are the key events and dates in the course selection process:

- **Term 2, Weeks 8-10** – students will be guided through their course and pathways options at school.
- **Term 2, Week 9 (June 21)** – the Careers Expo will give students the opportunity to talk to a range of mentors from our Old Guildfordian community about career pathways.
- **Term 2, Week 10 (June 26)** – Parents and students are asked to join us in the DLD for a parent information evening
- **Term 2, Week 10** – Semester One Reports will be released along with course recommendations and login information for online course selection.
- **Term 3, Weeks 2-4** – Parents and students will meet with their Head of House, Mentor and the Futures Coordinator to review the course selections made and make adjustments to match to the individual pathway of the student.

Once these selections are confirmed (including reserve choices), we commence the process of building a timetable for our students. While the vast majority of selections are able to be accommodated, it can happen that a student has a combination of courses that cannot fit the timetable. In that event, we will communicate with families to help the student amend their selections.

Once the timetable is created, we will send subject confirmations to students. At this point, changes are still possible, provided space is available for the course change.

## The big picture: achieving WACE

A consideration for many families is the achievement of a Western Australian Certificate of Education (WACE). Further details of the requirements to achieve a WACE are outlined on page 8. The appropriate selection of courses is crucial to ensure success.

To leave school without a WACE means that fewer education or training opportunities exist post-Year 12. All students in Year 11 study six courses. To achieve a WACE, students are required to achieve 14 C grades in Year 11 and 12 units, with at least six of these C grades being achieved in Year 12.

All students must choose at least one English course and at least one Science/Maths/Technologies. Some students may choose the Mathematics Specialist course which must be taken in conjunction with Mathematics Methods. Students will receive recommendations from their teachers regarding the subjects they should select, based on their grades achieved at the end of Semester 1.

## Prerequisites

Course prerequisites exist to support students to make appropriate course selections. These prerequisites come from the extensive experience of our teams in knowing how students perform.

There is a temptation for students to “have a go” with a view to changing their minds during Year 11, and we certainly want our students to challenge themselves to push their own boundaries. There are, however, implications for taking on a challenging course and later wanting to change courses. The most significant of these

is that we cannot guarantee a place in a course that a student wants to change to because our classes and staffing are determined based on the timetable that has been created around student selections. Additionally, the course that a student would like to change into might not fit their timetable.

Students choosing a UniDirect pathway with four or more ATAR courses need to be achieving strong WA Curriculum “C” grades across their four core subjects of Maths, English, Science and HASS. This is a strong indicator that the student has the grounding and preparation for studies in the UniDirect pathway.

Our goal as a school is to open as many doors as possible for every student, to write as many success stories as there are students. It is important that our school, students and families work together to design programmes of study that open as many doors as possible, giving our students a confident start to the next phase of their lives.

## Getting help

If you have any queries about our courses, please contact the relevant person listed in the handbook. If you would like a careers interview with your son or daughter before the subject selection meeting, please call our Futures Coordinator **Ms Celine Noort** on (08) **9377 8562**.

Or if you have any questions about the course selection process, please contact Deputy Principal, Mr Bruce Derby via email [Bruce.Derby@ggs.wa.edu.au](mailto:Bruce.Derby@ggs.wa.edu.au).

# The Go Forward Senior Pathways Framework

**The Go Forward Senior Pathways Framework helps to better capture the many pathways that students can follow on their journey to achieve their personal excellence.**

The first choice for students and families to make is: what pathway do I want to step towards? No pathway is superior to another. Personal success is achieved from a variety of pathways and is shaped by having a clear goal with a clear vision of success.

For students who want to go directly into the workforce, Guildford Grammar has a wide range of General courses as part of the **Forward to Work: WorkReady** pathway. Year 11 students on this pathway will study three or more General courses as part of their program and may undertake workplace Learning to support their growth. Students who wish to enter the workforce from school or continue to TAFE may also complete the **Forward to TAFE: IndustryReady** or **Forward to TAFE: Industry+** pathways, through which they will study three or more General courses alongside a VET certificate, which will prepare them for further tertiary education whilst in the workforce.

For some students, a bespoke program may be required to support them to prepare for life after school. **The Forward to Work: Horizons** pathway will develop future and work-readiness skills in the final years of schooling to prepare students for the world beyond school. Families will be closely involved in the program planning along with our staff.

For those students wishing to enter university, the **Forward to Uni: UniDirect** pathway will see them gain access via an ATAR. Often Year 11 students will enrol in five or six ATAR courses in their program, with the option to also study a two-year VET certificate to expand their qualifications.

For some students, the examination oriented UniDirect pathway may not be suitable and students can enrol in the **Forward to Uni: UniReady** pathway. This is a Year 12-only pathway in which students can study two core units from the Curtin University UniReady course alongside a Certificate IV. This combination will give students access to a selection of courses with an ATAR of 70 at Curtin University. This is suitable for high-achieving students on the WorkReady, IndustryReady or Industry+ pathways or students on the UniDirect with a modest projected ATAR.

In addition to the UniDirect and UniReady pathways, the **UniAlternative** pathway will support students who are planning to attend university via alternative entry pathways. Students can study a combination of ATAR, General and/or VET courses and prepare for alternative entry to their preferred university. Students on this pathway will be guided by our Futures Coordinator on the requirements for alternative entry depending on the destination university.

To schedule a booking with our Futures Coordinator, please email:

[Celine.Noort@ggs.wa.edu.au](mailto:Celine.Noort@ggs.wa.edu.au)

or call (08) 9377 8562.

# Choosing courses

## ATAR courses

ATAR courses are those that count towards an Australian Tertiary Admissions Rank (ATAR). These are academic subjects suitable for students aiming for direct entry into university. They are designed and examined by the School Curriculum and Standards Authority (SCSA). Students' best four results in these courses in Year 12 are used by the Tertiary Institutions Service Centre (TISC) to calculate their Australian Tertiary Admissions Ranking ATAR which is used solely for university entrance. Students who perform well in exam situations tend to be well-suited to ATAR courses on the UniDirect pathway.

## General courses

General courses are also designed and assessed by SCSA and will involve assessments called Externally Set Tasks (EST) that are moderated externally in Year 12. We offer several General courses designed for students who are aiming to enter further training after Year 12, go into the workforce directly after school, or enter university via a non-ATAR pathway. Students who perform well in assignment work tend to be well-suited to General courses.

### ■ Breadth and Depth Requirements

Students must choose at least one arts/languages/social sciences course along with at least one mathematics/science/technology course.

All English courses are List A and all Mathematics courses are List B. The table to the right indicates the list for each course.

## Foundation courses

We also offer Foundation courses in English and Mathematics. These are designed for a small number of students who have not been able to meet the minimum standard of literacy and numeracy during NAPLAN and OLNA testing. Students' English and Mathematics teachers will be able to advise on the appropriateness of these courses.

## Certificate courses

Vocational Education and Training (VET) courses can be used towards the WACE and provide valuable industry training. VET certificates can be studied at school, and students are able to enrol on offsite VET courses through TAFE whilst studying at school.

## Curtin UniReady

Curtin UniReady is a university preparation course that is now being offered in schools as an alternative entry to university. It is a course specifically designed to teach students the skills they will need to succeed in university. In 2024, Guildford Grammar School will continue providing this course alongside a Certificate IV in Business. This is a **Year 12-only** pathway.

### ■ English is compulsory in Year 11.

Students must choose from:

- English Foundation
- English General
- English ATAR
- Literature ATAR.

Students may select both English (ATAR) and Literature ATAR.

ATAR courses	List*
<b>Agribusiness</b> ATAR	A
<b>Biology</b> ATAR	B
<b>Business Management and Enterprise</b> ATAR	A
<b>Chemistry</b> ATAR	B
<b>Computer Science</b> ATAR	B
<b>Design</b> ATAR	B
<b>Drama</b> ATAR	A
<b>Economics</b> ATAR	A
<b>Engineering Studies</b> ATAR	B
<b>English</b> ATAR (students may also select <b>Literature</b> ATAR)	A
<b>French Second Language</b> ATAR	A
<b>Geography</b> ATAR	A
<b>Human Biology</b> ATAR	B
<b>Literature</b> ATAR (students may also select <b>English</b> ATAR)	A
<b>Mathematics Applications</b> ATAR (students may also select <b>Mathematics Methods</b> ATAR, or <b>Mathematics Specialist</b> ATAR + <b>Mathematics Methods</b> ATAR)	B
<b>Mathematics Methods</b> ATAR (students may also select <b>Mathematics Applications</b> ATAR, and/or <b>Mathematics Specialist</b> ATAR)	B
<b>Mathematics Specialist</b> ATAR ( <b>Mathematics Methods</b> <u>must</u> accompany this course. Students may also select <b>Mathematics Applications</b> ATAR,	B
<b>Media Production and Analysis</b> ATAR	A
<b>Modern History</b> ATAR	A
<b>Music</b> ATAR	A
<b>Philosophy and Ethics</b> ATAR	A
<b>Physical Education Studies</b> ATAR	B
<b>Physics</b> ATAR	B

ATAR courses	List*
<b>Politics and Law</b> ATAR	A
<b>Psychology</b> ATAR	B
<b>Visual Arts</b> ATAR	A

General courses	List*
<b>Dance</b> General	A
<b>Drama</b> General	A
<b>English</b> General	A
<b>Integrated Science</b> General	B
<b>Materials Design &amp; Technology (Metals)</b> General	B
<b>Materials Design &amp; Technology (Wood)</b> General	B
<b>Mathematics Essential</b> General	B
<b>Media Production and Analysis</b> General	A
<b>Outdoor Education</b> General	B
<b>Physical Education Studies</b> General	B
<b>Visual Arts</b> General	A

\*List **A** or **B** refer to the breadth and depth requirements as outlined on the previous page.

Foundation courses
<b>English</b> Foundation
<b>Mathematics</b> Foundation

Certificate courses
<b>Certificate II Music</b> Cert
<b>Certificate IV Business</b> Cert



## WACE requirements 2022 and beyond

1

### General requirements

You 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 **OR**
  - at least five Year 12 General courses and/or ATAR courses or equivalent **OR**
  - a Certificate II (or higher) VET qualification in combination with ATAR, General or Foundation courses.

2

### Literacy and numeracy standard

For the WACE literacy and numeracy standard you may:

- pre-qualify through achieving Band 8 or higher in the 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

You must complete a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. This requirement must include at least:

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

4

### Achievement standard

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

5

### Unit equivalents

Unit equivalents can be obtained through VET qualifications and/or endorsed programs. The maximum number of unit equivalents available through VET and endorsed programs is four Year 11 units and four Year 12 units with a maximum of four units with endorsed programs – two in Year 11 and two in Year 12.



# What will follow in Year 12?

## Year 11 ATAR, General and Certificate Courses continue into Year 12 in various forms.

For ATAR and General Courses, Units 1 and 2 are studied in Year 11 and Units 3 and 4 are studied in Year 12.

Here are some examples:

Year 11 example		Year 12 example
<b>English</b> ATAR Units 1 and 2	→	<b>English</b> ATAR Units 3 and 4
<b>Literature</b> ATAR Units 1 and 2	→	<b>Literature</b> ATAR Units 3 and 4
<b>English</b> General Units 1 and 2	→	<b>English</b> General Units 3 and 4
<b>Mathematics Applications</b> ATAR Units 1 and 2	→	<b>Mathematics Applications</b> ATAR Units 3 and 4
<b>Mathematics Essential</b> General Units 1 and 2	→	<b>Mathematics Essential</b> General Units 3 and 4
<b>Drama</b> General Units 1 and 2	→	<b>Drama</b> General Units 3 and 4
<b>Integrated Science</b> General Units 1 and 2	→	<b>Integrated Science</b> General Units 3 and 4
<b>Psychology</b> ATAR Units 1 and 2	→	<b>Psychology</b> ATAR Units 3 and 4
<b>Chemistry</b> ATAR Units 1 and 2	→	<b>Chemistry</b> ATAR Units 3 and 4

This is just a sample. Details of all the courses on offer follow in this handbook.

Where courses are not chosen by sufficient numbers of students, they may not run.

# Preliminary course selection planner for **Year 11, 2024**

Please note your course choices below so you have a record.

**Enter your choices online before Sunday 23 July 2023.**

**Student name:** \_\_\_\_\_

**House:** \_\_\_\_\_

**After Senior School,  
I plan to...**

*(please tick one)*

- ☐ Go to University
- ☐ Go to TAFE
- ☐ Enter the workplace
- ☐ Do an apprenticeship

	Course title	Level: ATAR, General, Foundation, Certificate
<b>Preferred English Course</b>	English:	
<b>1st Choice:</b>		
<b>2nd Choice:</b>		
<b>3rd Choice:</b>		
<b>4th Choice:</b>		
<b>5th Choice:</b>		
<b>Reserve Choice 1:</b>		
<b>Reserve Choice 2:</b>		

## Explanatory Notes

**Listing your choices in rank order:** Please put your top six choices in order of preference. You choose six subjects in addition to your English selection.

**Discussing and finalising your choices:** Your selections will be discussed with your Head of House and mentor at your Course Selection Interview, when parents and students are asked to sign this form. We aim to make sure that each individual student is choosing the right

combination of courses to meet their individual needs. We create a timetable which gives the maximum number of people their chosen subjects. Inevitably, not all subject combinations are possible and when we have finalised the timetable, we will talk to you if some of your choices need to be reconsidered. It isn't possible to guarantee that all courses will run nor that all desired combinations can be timetabled. Parents will receive confirmation of final course allocations in Term 4.

# Year 11 course index

If you're viewing the e-version PDF of this document, all of the courses below are active links to specific details for each. Use the 'back to course index button' on any of the linked pages to return here (or alternatively scroll through the document).

## English courses overview

## Mathematics courses overview

## ATAR courses

[Agribusiness](#) ATAR  
[Biology](#) ATAR  
[Business Management & Enterprise](#) ATAR  
[Chemistry](#) ATAR  
[Computer Science](#) ATAR  
[Design](#) ATAR  
[Drama](#) ATAR  
[Economics](#) ATAR  
[Engineering Studies](#) ATAR  
[English](#) ATAR  
[French Second Language](#) ATAR  
[Geography](#) ATAR  
[Human Biology](#) ATAR  
[Literature](#) ATAR  
[Mathematics Applications](#) ATAR  
[Mathematics Methods](#) ATAR  
[Mathematics Specialist](#) ATAR  
[Media Production and Analysis](#) ATAR  
[Modern History](#) ATAR  
[Music](#) ATAR  
[Philosophy and Ethics](#) ATAR  
[Physical Education Studies](#) ATAR  
[Physics](#) ATAR  
[Politics and Law](#) ATAR  
[Psychology](#) ATAR  
[Visual Arts](#) ATAR

## General courses

[Dance](#) General  
[Drama](#) General  
[English](#) General  
[Integrated Science](#) General  
[Materials Design & Technology \(Metals\)](#) General  
[Materials Design & Technology \(Wood\)](#) General  
[Mathematics Essential](#) General  
[Media Production and Analysis](#) General  
[Outdoor Education](#) General  
[Physical Education Studies](#) General  
[Visual Arts](#) General

## Foundation courses

[English](#) Foundation  
[Mathematics](#) Foundation

## Certificate courses

[Certificate IV in Business](#) Cert  
[Certificate II in Music](#) Cert

## Workplace Learning

## Further information

# English courses overview

## English is a compulsory subject.

There are English courses to meet the needs of all students. These are in English and Literature:

- **English** Foundation
- **English** General
- **English** ATAR
- **Literature** ATAR

Information about these courses is given in more detail on the following pages.

- Units in English are designed and delivered at a predetermined range of levels. The table below outlines an approximation of what would be recommended in terms of a student's ability to achieve success, although students should always seek more individual feedback from their teacher.
- For each course, the Year 11 syllabus details units 1 and 2. The Year 12 syllabus details units 3 and 4.

Year 10 course	Year 10 result	Suggested Year 11 and 12 courses
Strive	A, B	<b>English</b> ATAR and/or <b>Literature</b> ATAR
Strive	A, B, C	<b>English</b> ATAR
Advanced	High A	<b>English</b> ATAR and/or <b>Literature</b> ATAR
Advanced/Standard	A, B	<b>English</b> ATAR
Advanced/Standard	A, B, C	<b>English</b> General
Applying	A, B, C	<b>English</b> General

Only students achieving a Level 1 or 2 in OLNA testing will be invited to select **English** Foundation. **English** Foundation may not be chosen by students who have proved their literacy requirement through their NAPLAN or OLNA results.

- The complexity of the syllabus content increases from Year 11 to Year 12. For this reason, a student cannot complete Year 12 units and then move to Year 11 units.
- Most students will stay within the one course throughout Year 11 and 12 but some other pathways may end up being appropriate:

Year 11 example	Year 12 pathway
<b>Literature</b> ATAR Units 1 and 2 <i><b>Reason:</b> Student was more suited to the English course</i>	<b>English</b> ATAR Units 3 and 4
<b>English</b> ATAR Units 1 and 2 <i><b>Reason:</b> Student decided not to apply directly for a university place or was finding it difficult to achieve English (ATAR)</i>	<b>English</b> General Units 3 and 4
<b>English</b> Foundation Units 1 and 2 <i><b>Reason:</b> Student passed OLNA testing and was required to leave the Foundation course for the next semester</i>	<b>English</b> General Units 3 and 4

- Students achieve their literacy requirement for the secondary WACE graduation through satisfactory results in NAPLAN and OLNA testing.

All English courses count towards the WACE secondary graduation as per all other courses. However, only ATAR English courses:

- **English** ATAR
  - **Literature** ATAR
- may be used to satisfy the universities' competence in English requirement.

Parents are encouraged to make enquiries to **Mr Ben Nilsson**, Head of English Faculty for assistance or clarification:


[Ben.Nilsson@ggs.wa.edu.au](mailto:Ben.Nilsson@ggs.wa.edu.au).

# Mathematics courses overview

## Mathematics is not a compulsory subject.

The following unit combinations in Mathematics will be offered in 2024, classified in decreasing order of difficulty.

Students should discuss their choices with their Mathematics teacher or the Head of Faculty to ensure that they are making a reasonable and viable choice. Their teacher will recommend the most appropriate course for Years 11 and 12.

	Year 10 Semester 2	Year 11	Year 12	Comment
<div>Most difficult course</div>  <div>Least difficult course</div>	STRIVE Mathematics (C grade minimum) or Advanced Mathematics (A grade)	<b>Mathematics Specialist</b> ATAR Units 1 and 2  <b>Mathematics Methods</b> ATAR Units 1 and 2	<b>Mathematics Specialist</b> ATAR Units 3 and 4  <b>Mathematics Methods</b> ATAR Units 3 and 4	Double ATAR Mathematics for university entry to specialist courses such as engineering, physical sciences, and mathematics
	Advanced Mathematics (B grade)	<b>Mathematics Methods</b> ATAR Units 1 and 2	<b>Mathematics Methods</b> ATAR Units 3 and 4	Single ATAR Mathematics for university courses where further mathematics is likely to be needed. Also suitable for preparation for higher level technical training
	Standard Mathematics (B grade)	<b>Mathematics Applications</b> ATAR Units 1 and 2	<b>Mathematics Applications</b> ATAR Units 3 and 4	Single ATAR Mathematics for general university entry
	Applying Mathematics	<b>Mathematics Essential</b> General Units 1 and 2	<b>Mathematics Essential</b> General Units 3 and 4	General Mathematics for further education and training or university entry where further mathematics is unlikely to be needed
	Applying Mathematics	<b>Mathematics Foundation</b> Units 1 and 2	<b>Mathematics Foundation</b> Units 3 and 4	Foundation Mathematics for students who have not demonstrated (WACE) standard of numeracy requirement by the end of Year 10

Parents are encouraged to make enquiries to **Mrs Sherie Hope**, Head of Mathematics, for assistance or clarification.

## Contact

**Mrs Sherie Hope**

Head of Mathematics

[Sherie.Hope@ggs.wa.edu.au](mailto:Sherie.Hope@ggs.wa.edu.au)

## ATAR courses





# Agribusiness ATAR

## Course outline:

Agriculture is the world's largest industry with a wide variety of employment opportunities. Agribusinesses are sophisticated and need people with a broad variety of skills. The Agribusiness ATAR course enables students to develop knowledge and skills related to the business decisions needed to run enterprises from production to marketing, adding value at all stages of the production process. Agriculture makes a significant contribution to Australia's economy through investment, employment of skilled workers, consumption of products from other sectors of the economy, and export income. The value chain, from production enterprises (for example, farms) to processing plants, to retail outlets and exports, including research and development, is a major contributor to Australia's economic activity. Domestic and international demand, particularly from Asia, for high quality and safe food and fibre, presents a positive outlook for the Australia's agriculture and food sector. Demand will continue for people skilled in combining scarce resources and for innovative methods of production and marketing.

- **Unit 1:** In this unit, students learn about what agribusinesses are and their role in the Australian economy. They learn about the concept of the agribusiness value chain and the various challenges facing the local and global agribusiness industry. Students explore factors internal to businesses involved in food and fibre production systems that impact on the decisions that need to be made for the successful operation of a business.

- **Unit 2:** In this unit, students learn about Australia as a global producer of agricultural products, and how scarcity and choice in society impact on resource allocation in an agribusiness context. They learn about the laws of supply and demand and how price is determined in a competitive market. They are introduced to risk factors important in creating sustainable agribusinesses and to the concept of entrepreneurship and its relationship to innovation in agribusiness.

## Assessment profile:

The course is assessed through a variety of tasks that include research projects, case studies, tests and semester examinations.

## Prerequisites:

- Students require at least a C grade in Year 10 Humanities & Social Sciences

## Contact

### Mrs Leah Truscott

Head of Humanities &  
Social Sciences

[Leah.Truscott@ggs.wa.edu.au](mailto:Leah.Truscott@ggs.wa.edu.au)

# Biology ATAR

## Course outline

Biology is the study of the fascinating diversity of life as it has evolved and as it interacts and functions. Students will investigate how biological systems and their interactions, from cellular processes to ecosystem dynamics, have led to biological knowledge and understanding that enable us to explore and explain everyday observations, find solutions to biological issues, and understand the processes of biological continuity and change over time.

Students develop their investigative, analytical and communication skills through field, laboratory and research investigations of living systems and through critical evaluation of the development, ethics, applications and influences of contemporary biological knowledge in a range of contexts.

Studying the Biology ATAR course provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. These include those in medical, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and eco-tourism. This course will also provide a foundation for students to critically consider and to make informed decisions about contemporary biological issues.

## Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration.

- **Unit 1 – Ecosystems & Biodiversity**
- **Unit 2 – From single cells to multicellular organisms**

In these units, students investigate and describe a number of diverse ecosystems, exploring the range of biotic and abiotic components to understand the dynamics, diversity and underlying unity of these systems. They also

investigate how measurements of population numbers, species diversity and descriptions of species interactions can form the basis for comparisons between ecosystems and development of conservation strategies. Fieldwork is an important part of this unit. Students also examine the components of the cell system and the multiple interacting systems in multicellular organisms. They will develop an understanding of the ways in which matter moves and energy is transformed and transferred in cellular systems and examine the structure and function of plant and animal systems in order to describe the interactions which aid organisms' survival.

Students may count both Biology and Human Biology counts towards their ATAR in the 2024 WACE.

## Assessment profile

Assessments include science inquiry (practicals and investigations) (30%), extended responses (10%), tests (20%) and examinations (40%).

## Desirable skills

- Inquiring mind;
- Well organised, self-disciplined and motivated;
- Well-developed written skills;
- Able to apply and evaluate scientific knowledge;
- Sound ability to recall factual information and apply it to unfamiliar situations.

## Prerequisites

- B grade in Year 10 Science.

## Contact

**Mrs Alisha Roberts**

Head of Science

[Alisha.Roberts@ggs.wa.edu.au](mailto:Alisha.Roberts@ggs.wa.edu.au)

# Business Management and Enterprise ATAR

## Course outline

The Business Management and Enterprise ATAR course gives students the opportunity to understand how vital business is to individuals, society and how it impacts on many aspects of our lives. Business has a complex and dynamic organisational structure that requires a combination of skills, aptitude, creativity, initiative and enterprise to operate effectively. In a constantly changing world, individuals, businesses and nations must adapt their position in an increasingly global economy and generate the wealth to sustain economic growth. To do this, business requires people with strategic vision who are enterprising, innovative and creative. This course focuses on the development of these skills within the business cycle of day-to-day running and continuing viability and expansion of a business. Exposure to a wide range of business activities, management strategies and an understanding of enterprise, helps students to appreciate the significance of their role as both participants and consumers in the business world.

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

The course equips students to proactively participate in the dynamic world of business, behave responsibly and demonstrate integrity in business activities.

- **Unit 1 – Success in Business:**

This unit 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 how the marketing plan contributes to the overall business plan.

- **Unit 2 – Business Growth and Challenges:**

This unit explores issues in the business environment, including the importance of intellectual property in protecting business ideas. The unit addresses the significance of employee motivations and the development of a business plan in the overall success of expansion.

## Assessment profile

The course is assessed through a variety of tasks that include Investigation, Production and Response. These include activities such as plans and budgets, proposals and profiles as well as tests and examinations which require critical analysis and interpretation.

## Prerequisites

- Students require at least a C grade in Year 10 Humanities and Social Sciences.

## Contact

### Mrs Leah Truscott

Head of Humanities &  
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# Chemistry ATAR

## Course outline

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. This includes addressing the global challenges of climate change and security of water, food and energy supplies and designing processes to maximise the efficient use of Earth's finite resources. 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.

Studying Chemistry provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. 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.

- **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.

## Assessment profile

Assessments include science inquiry (practicals and investigations) (25%), extended responses (10%), tests (15%) and examination (50%).

## Desirable skills

- Inquiring mind;
- Well organised, self-disciplined and motivated;
- Well-developed written skills;
- Good mathematical skills;
- Able to apply and evaluate scientific knowledge;
- High ability to recall factual information.

## Prerequisites

- An A grade in Year 10 Science and studying Mathematics Applications or higher in Year 11.
- An A grade in Year 10 Chemical Science.

## Contact

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Head of Science

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# Computer Science ATAR

## Course outline

In this course students explore the fundamental principles, concepts and skills within the field of computing. They learn how to diagnose and solve problems in the course of understanding the building blocks of computing. Students explore the principles related to the analysis and creation of computer and information systems; software development; the connectivity between computers; the management of data; the development of database systems; and the moral and ethical considerations for the development and use of computer systems. This course provides students with the practical and technical skills that equip them to function effectively in a world where these attributes are vital for employability and daily life in a technological society.

In Semester 1 students will focus on developing computer-based systems and producing spreadsheet and database solutions. Students are introduced to the internal, interrelating components of computer-based systems in an industry context. They examine a variety of systems, build on spreadsheet and database skills and gain an appreciation of how these concepts and technologies are used in industry.

In Semester 2 students will focus on developing computer-based systems solutions and communications. Students are introduced to networking concepts, as applied to industry. Through the use of algorithms, students develop programming skills. They create solutions exploring the ethical, legal and societal implications of industry based applications.

## Assessment profile

The types of assessment will include Investigation (research), Production (project work) and Response (tests and examinations).

## Prerequisites

- Year 10 students should have attained a minimum of a C grade in Year 10 Mathematics as well as a C grade in English.

## Contact

**Mr Adam Preston**

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# Design ATAR

## Course outline

In this course students develop skills and processes for current and future industry and employment markets. Students are equipped with the knowledge and skills to understand design principles and processes, analyse problems and possibilities, and devise innovative strategies within design contexts. These include photography, graphics, dimensional design and technical graphics. The course also emphasises the scope of design in professional industries allowing students to maximise university pathways.

In Semester 1 students learn that the commercial world is comprised of companies requiring consumer products, services and brands for a particular audience. They are introduced to the concept of intellectual property. They create products/services, visuals and/or layouts with an understanding of codes and conventions. They use relevant and appropriate production skills and processes, materials and technologies relevant to the design.

In Semester 2 students learn that society is made up of different groups of people who share diverse values, attitudes, beliefs, behaviour and needs and that different forms of visual communication transmit these values and beliefs. Students are encouraged to create designs that link to a culture or sub-culture and are introduced to ethical issues concerning representation. Students develop a design process with an understanding of codes and conventions. They analyse communication situations and audience. They define and establish contemporary production skills and processes, materials and technologies.

## Assessment profile

The types of assessment will include Investigation (research), Production (portfolio) and Response (tests and examinations).

## Desirable skills

Students should have a genuine interest in photography and graphical design as well as being computer literate.

## Prerequisites

- Year 10 students should have attained a minimum of a C grade in Year 10 General Mathematics as well as a C grade in English.

## Contact

**Mr Adam Preston**

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# Drama ATAR

## Course outline

This is the pathway for Year 11 students who are interested in Drama and are suited for an academic WACE course. This is an examinable course and is a prerequisite for the Year 12 ATAR Drama course. While some students intend to make a career in drama and related fields, many also participate in drama for enjoyment and satisfaction and to enhance communication skills for all real world experiences.

The Drama ATAR course focuses on aesthetic understanding and drama in practice as students integrate their knowledge and skills. They use the elements and conventions of drama to develop and present ideas and explore personal and cultural issues. They engage in drama processes such as improvisation, play building, text interpretation and playwriting which allow them to create original drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects involving sets, costumes, makeup, props, promotional materials and sound and lighting. In this course, students engage in both Australian and world drama practice, understanding the experience of other times, places and cultures in an accessible, meaningful and enjoyable way. The Drama course covers the following roles: actor, dramaturge, costume designer, lighting designer, set designer and sound designer:

### Oral and written communication

Students are expected to develop skills and abilities in multiple drama-based forms of communication. Students are to address appropriate aspects of written and oral communication through drama in performance and associated learning activities. This includes short and extended answer forms, graphic organisers, diagrams and illustrations with appropriate annotations and use of colour, interviews and other oral presentations, structuring of ideas and responses.

- **Unit 1 – Representational, realist drama**
- **Unit 2 – Presentational, non-realist drama**

Students explore techniques of characterisation in Unit 1 Representational, realist drama, through different approaches to group based text interpretation, particularly those based on the work of Stanislavski and others. In this unit, students have the opportunity to research and collaboratively workshop, interpret, perform and produce texts in forms and styles related to representational, realistic drama that educate and present perspectives. In Unit 2 Presentational, non-realist drama, students explore techniques of role and/or character through different approaches to group based text interpretation, particularly those based on the work of Brecht and others. In this unit, students have the opportunity to research and collaboratively workshop, interpret and perform drama texts that challenge and question perspectives.

### Assessment profile

Evidence of levels of achievement of the course outcomes are derived from school based assessments. Assessments involve: Production (40%), Response (40%), Practical Examination (10%) and Written Examination (10%).

### Desirable skills

- Interpersonal skills are highly desirable, an ability to participate effectively in collaborative learning as a team member while respecting individual differences.
- Experience in drama and performance would be advantageous.

### Prerequisites

- Students need to have had previous Drama experience and achieved a minimum B grade in either Drama or English. Essay and/or Extended Answer writing skills are essential.

## Contact

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Drama Teacher

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# Economics ATAR

## Course outline

Economics investigates the choices which all people, groups and societies face as they confront 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 encompasses the key features which characterise an economist's approach to a contemporary economic event or issue: the ability to simplify the essence of a problem; to collect economic information and data to assist analysis and reasoning; to think critically about the limits of analysis in a social context; and to draw inferences which assist decision-making. Students develop reasoning, logical thinking and interpretation skills demanded by the world of work, business and government. These skills relate to a variety of qualifications in vocational, technical and university education contexts. The learning experiences available through studying this course explore the knowledge, values and options which surround the complex range of economic events and issues facing our community, such as unemployment, income distribution, business strategy and international relations. Economics literacy developed through this course enables students to actively participate in economic and financial decision-making which promotes individual and societal wealth and wellbeing.

- **Unit 1 – Microeconomics:** This unit explores the theory that markets are an efficient way to allocate scarce resources, using real world markets with an emphasis on the Australian economy. When the forces of demand and supply do not allocate and price resources in

a way that society would regard as efficient, equitable or sustainable, market failure can occur. Students examine examples of market failure along with government policy options that can be applied to achieve more desirable outcomes. Students are also introduced to the language of economics and the use of theories and models to explain and interpret economic events and issues.

- **Unit 2 – Macroeconomics:** This unit explores the government's role in a modified market economy and Australia's recent (the last ten years) and contemporary (the last three years) macroeconomics performance. The cyclical fluctuations in the level of economic activity result in changes in the levels of output, income, spending and employment in the economy which, in turn, have implications for economic growth, inflations and unemployment. Students examine the role of government, through its spending and taxing powers, which can affect the allocation and price of resources, and the level of economic activity by targeting economic objectives.

## Assessment profile

The course is assessed through a variety of tasks that include Data Interpretation and Short and Extended Responses. These include multiple choice questions, calculations, case studies, data interpretations as well as tests and examinations requiring critical analysis and interpretation.

## Prerequisites

- Students require at least a C grade in Year 10 Humanities and Social Sciences.

## Contact

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# Engineering Studies ATAR

## Course outline

In this course students are provided with opportunities to investigate, research and present information through a design process, and then undertake project management to make a functioning product. These activities provide students with opportunities to apply engineering processes, understand underpinning scientific and mathematical principles, develop engineering technology skills and to understand the interrelationships between engineering projects and society.

In Semester 1 students study core engineering theory and the Mechatronics specialist area theory. They develop an understanding of different forms of energy, uses of these different forms, and sources of renewable and nonrenewable energy. Given guidelines and a context, they 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 diagram 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 Semester 2 students develop an understanding of core and specialist area theory to better understand the scientific, mathematical and technical concepts that explain how engineered products function. They study the impact of the different forms of obsolescence in

engineering products on society, business and the environment. They continue to refine their understanding and skills of the engineering design process, undertaking tasks to produce, test and evaluate the product.

## Assessment profile

Every student will work on individual projects as well as parts of a major group project. The different types of assessment will include Design (individual work on research and presentation of ideas) 30%, production (planning and construction) 40% and Response (test and examination) 30%

## Desirable skills

Students should have a genuine interest in engineering fields, an inquisitive and analytical mind and be able to work collaboratively in teams to design, build, operate and test total or part systems. The ability to work in a CAD/CAM environment is also desirable.

## Prerequisites

- Year 10 students should have attained a minimum of a B grade in Year 10 Mathematics, a B grade in Physics as well as a B grade in English.
- Students studying Engineering ATAR should also be considering studying Physics ATAR and Mathematics Methods ATAR or higher.

## Contact

### Mr Adam Preston

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# English ATAR

## Course outline

English ATAR is a broader course than Literature and includes study of both visual and print text types. Some of these include novels; short stories; expository texts and articles; written speeches; documentary and feature films; and visual images.

Students consider texts in their context as well as how their own context shapes their response. They consider the language and generic conventions of texts and how texts can be analysed through this framework. Students also consider themes, attitudes, values and perspectives in texts. An important part of this course is the creation of students' own texts. They use their knowledge of generic features of texts to consciously shape their own texts for particular audiences, purposes and contexts.

## Assessment profile

English ATAR consists of coursework that reflects the structure of the course examination. Thus assessments may consist of any or all the following:

- Comprehending – where students respond to written, visual and/or multimodal texts.
- Responding – where students demonstrate their analytical and critical thinking skills in relation to texts they have studied.
- Composing – where students are asked to demonstrate their writing skills by creating imaginative, interpretative or persuasive texts.

Students will also complete oral presentations where they could be required to comprehend or respond to texts or even compose their own.

## Desirable skills

- Experience in and enjoyment of a wide variety of text types is highly recommended.
- An ability to think about texts and interrogate concepts with maturity is essential.
- Confidence in the essay form and control of written expression is also required.

## Prerequisites

- A minimum of a B grade in Standard English.
- A satisfactory grade in Advanced or Strive English.

**Note:** *students may study both English ATAR and Literature ATAR.*

## Contact

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Head of English

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# French Second Language ATAR

## Course outline

This course is available to students who have met the School Curriculum and Standards Authority's criteria for Second Language Eligibility.

This course provides students with opportunities to develop their communication skills in written and spoken French, developing a wider vocabulary and introducing more complex grammar structures.

- **Unit 1 – C'est la vie!** (That's Life): students explore their own culture and share information about the three topics: My daily routine, French sports and leisure and Leading a healthy lifestyle. They also explore notions of national or regional identity and other forms of culture specific to France.
- **Unit 2 – Voyages** (Travels): students extend their communication skills in French and gain a broader insight into the language and culture through the three topics: My travel tales and plans, Australia as a travel destination and Travel in a modern world. They will explore the French-speaking world on the internet, planning some francophone holidays and looking at Australia as a tourist destination for francophone travellers.

Knowledge of a second language is essential for over 60 professional fields. Ability in French is highly desirable if you are considering pursuing a career with, for example, the airlines, import-export companies, international business, diplomatic services, media, hospitality and tourism, foreign services or the United Nations.

## Assessment profile

Assessment types include some Oral Communication tasks (interviews, conversations and/or discussions), some Response tasks (reading and responding to a range of texts in French; the texts might be written or visual as well as listening tasks) and some Written Communication tasks (for example, articles for newspapers and magazines, emails, blogs, reviews, summaries and diary entries).

## Desirable skills

A high degree of interest and enthusiasm for French and France is required. Students should have a willingness to challenge themselves, to experiment and to learn from their mistakes. Creativity is an asset. The confidence to use French in conversation with each other, teachers and background speakers will need to be developed. Language practice is vital to any language course, so students should be prepared to commit time each day to their language studies beyond class time.

## Prerequisites

- A minimum of a C grade in Year 10 French though an A or a B grade is preferable.

## Contact

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Learning Leader of Languages K-12

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# Geography ATAR

## Course outline

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

In the senior secondary years, the Geography ATAR course provides a structured, disciplinary framework to investigate and analyse a range of challenges and associated opportunities facing Australia and the global community. These challenges include rapid change in biophysical environments, the sustainability of places, dealing with environmental risks and the consequences of international integration.

Geography addresses questions about the interaction of nature and human environments within various natural and social systems. It examines the factors that impact upon decisions about sustainability, the conflicting values between individuals and groups over sustainability and the degree of commitment towards sustainable development.

Through the study of geography, students develop the ability to investigate the arrangement of biophysical and human phenomena across space in order to understand the interconnections between people, places and environments. As a subject of the humanities and social sciences, geography studies spatial aspects of human culture using inquiry methods that are analytical, critical and speculative. In doing so, it values imagination and creativity. As a science, geography develops an appreciation of the role of the biophysical environment in human life, and an understanding of the effects human activities can have on environments. As a result, it develops students' ability to identify, evaluate and justify appropriate and sustainable approaches to the future by thinking historically and spatially in seeking answers to questions.

- **Unit 1 – Natural and Ecological Hazards:** Natural and ecological hazards represent potential sources of harm to human life, health, income and property, and may affect elements of the biophysical, managed and constructed elements of environments. This unit explores the management of hazards and the risk they pose to people and environments. Case studies explored include Earthquakes, COVID-19 and the Chernobyl nuclear disaster.
- **Unit 2 – Global Networks and Interconnections:** The unit focuses on the process of globalisation and is based on the reality that we live in an increasingly interconnected world. It provides students with an understanding of the economic and cultural transformations taking place in the world today, the spatial outcomes of these processes, and their political and social consequences. Case studies explored include McDonalds, Coca-Cola and various airlines.

## Assessment profile

The course is assessed through a variety of tasks that include Geographic Inquiry (assignment, research report, project presentation), Fieldwork and Practical skills (excursion, investigation), Short and External Responses (tests, sectionalised essay, multiple-choice questions) and Examination.

## Prerequisites

- Students require at least a C grade in Year 10 Humanities and Social Sciences.

## Contact

**Mrs Leah Truscott**

Head of Humanities &  
Social Sciences

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# Human Biology ATAR

## Course outline

Human Biology covers a wide range of ideas relating to how the human body works. Students learn about themselves, relating structure to function and how individuals are able to survive in a changing environment. They research new discoveries that are increasing our understanding of the causes of disease, which can lead to new treatments and preventative measures.

An understanding of human biology is valuable for a variety of career paths. The course content deals directly and indirectly with many different occupations in fields such as medicine, physiotherapy, nursing, sport science, food and hospitality, science education and social work.

As a science, the subject matter of this course is founded on knowledge and understanding that has been gained through 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 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.

## Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration.

- **Unit 1 – The functioning human body:** In this unit, students analyse the structure and function of body systems and the relationships between these systems. The respiratory, circulatory, digestive, excretory and musculo-skeletal systems are all covered in this unit. Students will gain a sound understanding of how each of these systems works.

- **Unit 2 – Reproduction and inheritance:** In this unit, students study the reproductive systems of males and females and how genetic material is passed from generation to generation. Students learn about the development of the embryo and foetus during pregnancy and the process of birth. The ethical issues associated with contraception and the genetic screening on individuals are also explored.

**Note:** *Students may count both Biology and Human Biology towards their ATAR in the 2024 WACE.*

## Assessment profile

Assessments include science inquiry (practicals and investigations) (20%), extended responses (15%), tests (25%), examinations (40%).

## Desirable skills

- Inquiring mind;
- Well organised, self-disciplined and motivated;
- Well-developed written skills;
- Able to apply and evaluate scientific knowledge;
- Sound ability to recall factual information

## Prerequisites

- B grade in Year 10 Science

## Contact

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# Literature ATAR

## Course outline

Literature ATAR focuses on readings or interpretations of poetry, prose, fiction and drama. It should be noted that Literature ATAR excludes an emphasis on the analysis of film and non-fiction.

Students look at the relationship between text, author, reader and context. They consider the cultural and historical context of texts as well as their generic features. Students focus on how language is used as a tool to construct individuals and groups. Reading practices are also an important focus in the course and students reflect on and undertake readings of texts according to various modes of literary criticism.

## Assessment profile

Literature ATAR has five assessment types: extended written response, short written response, oral presentations, examinations consist of students analysing texts they have studied as well texts provided on the examination paper.

## Desirable skills

- Experience in and enjoyment of a wide variety of written texts, especially prose, poetry and drama, is highly recommended.
- An interest in philosophy, cultural issues and literary theory would also be of assistance.
- Confidence in the essay form and a maturity of written expression is also highly desirable.

## Prerequisites

- A minimum of a B grade in Strive English although an A is highly desirable.
- A high A grade in Advanced English. Students should also consider the types of assessments where they have been most successful in Year 10.

**Note:** *students may study both English (ATAR) and Literature (ATAR).*

## Contact

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# Mathematics Applications ATAR

## Course outline

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

- **Unit 1** contains the three topics: consumer arithmetic; algebra and matrices; and, 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; and, 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.

## Prerequisites

- Year 10 Standard Mathematics (B grade minimum).

## Contact

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# Mathematics Methods ATAR

## Course outline

Mathematics Methods is an ATAR course which 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.

- **Unit 1** contains the three topics: counting and probability; functions and graphs; and, 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; and, introduction to differential calculus. In Unit 2, exponential functions are introduced and their properties and graphs examined. Arithmetic and

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

## Prerequisites

- Advanced Mathematics in Year 10 (B grade minimum).

**Note: students must study Mathematics Methods ATAR if they are studying Mathematics Specialist ATAR.**

## Contact

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# Mathematics Specialist ATAR

## Course outline

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 course is the only ATAR Mathematics course that cannot be taken as a stand-alone course – it **must be accompanied by Mathematics Methods ATAR**.

- **Unit 1** contains the three topics: geometry; combinatorics; and, vectors in the plane. The three topics in Unit 1 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.

- **Unit 2:** contains the three topics: trigonometry; matrices; and, real and complex numbers. In Unit 2, Matrices provide new perspectives for working with two-dimensional space and Real and complex numbers provides a continuation of the study of numbers. The topic Trigonometry contains techniques that are used in other topics in both this unit and Units 3 and 4. All topics develop students' ability to construct mathematical arguments. The technique of proof by the principle of mathematical induction is introduced in this unit.

## Desirable skills

- Enjoyment of learning Mathematics.
- Enjoyment and confidence with algebraic manipulation.
- Confidence in applying Mathematical techniques to unfamiliar scenarios.

## Prerequisites

- A minimum of a B grade in Strive Mathematics although an A is highly desirable.
- A high A grade in Advanced Mathematics.

**Note: students must study Mathematics Methods ATAR if they are studying Mathematics Specialist ATAR.**

## Contact

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# Media Production and Analysis ATAR

## Course outline

This is the pathway for Year 11 students who are interested in the Media and are suited for an academic WACE course. This is an examinable course and is a prerequisite for the Year 12 ATAR course.

The Media Production and Analysis ATAR course aims to prepare all students for a future in a digital and interconnected world by providing the skills, knowledge and understanding to tell their own stories and interpret others' stories. Students learn the languages of media communication and how a story is constructed using representations. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life while understanding that this is done under social, cultural and institutional constraints. Students as users and creators of media products, consider the important role of audiences and their context.

- **Unit 1:** This unit involves identifying what is meant by popular culture and considering the types of media, ideas and audiences from which popular culture evolves. Students analyse, view, listen to and interact with a range of popular media, develop their own ideas, learn production skills and apply their understandings and skills in creating their own productions.
- **Unit 2:** In this unit students will further their understanding of influence in the media. The breadth of this focus allows teachers to choose learning contexts that are of contemporary relevance and related to students' interests.

## Assessment profile

Evidence of levels of achievement of the course outcomes are derived from school based assessments. Students will be provided with a percentage mark and grade which will be weighted with Production (50%), Response (30%) and Examinations (20%).

## Desirable skills

- Organisation and time management skills are highly desirable, as is an ability to work independently and in small groups.
- Essay writing skills are essential as the course has a significant written component.

## Prerequisites

- A minimum B grade in either Media or English.

## Contact

**Mr Brad Minchin**

Head of Arts

[Brad.Minchin@ggs.wa.edu.au](mailto:Brad.Minchin@ggs.wa.edu.au)

# Modern History ATAR

## Course outline

The Modern History ATAR course enables students to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live. While the focus is on the 20th century, the course refers back to formative changes from the late 18th century onwards and encourages students to make connections with the changing world of the 21st century.

Modern History enhances students' curiosity and imagination and their appreciation of larger themes, individuals, movements, events and ideas that have shaped the contemporary world. The themes that run through the units include: local, national and global conflicts and their resolution, the rise of nationalism and its consequences; the decline of imperialism and the process of decolonisation, the continuing struggle for the recognition of human rights and the transformation of social and economic life.

Students are introduced to the complexities associated with the changing nature of evidence, its expanding quantity, range and form, the distinctive characteristics of modern historical representation, and the skills that are required to investigate controversial issues that have a powerful contemporary resonance. Students develop increasingly sophisticated historiographical skills and historical understanding in their analysis of significant events and close study of the nature of modern societies.

- **Unit 1 – Understanding the Modern World:** This unit examines developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. Students examine one development or turning point that has helped to define the modern world. Students explore

crucial changes, for example, the application of reason to human affairs, the transformation of production, capitalism and consumption, transport and communications, the challenge to social hierarchy and hereditary privilege and the new principles of government by consent.

- **Unit 2 – Movements for Change in the 20th Century:** This unit examines significant movements for change in the 20th century that led to change in society, including people's attitudes and circumstances. These movements draw on the major ideas described in unit 1. Through a detailed examination of one major 20th century movement, students investigate the ways in which individuals, groups and institutions have challenged existing political structures, accepted social organisation and prevailing economic models to transform societies.

## Assessment profile

The assessments in this course focus on Historical Inquiry (written report and multimodal presentation), Explanation (sectionalised essay), Source Analysis (photographs, cartoons, paintings, graphs, government papers, extracts from newspaper articles, letters, diaries and literary sources) and Examination.

## Prerequisites

- Students require at least a C grade in Year 10 Humanities and Social Sciences.

## Contact

**Mrs Leah Truscott**

Head of Humanities &  
Social Sciences

[Leah.Truscott@ggs.wa.edu.au](mailto:Leah.Truscott@ggs.wa.edu.au)

# Music ATAR

## Course outline

This is the Music course that caters for students who wish to study Music as an academic discipline and may be interested in pursuing music at a tertiary and/or professional level

The Music ATAR course encourages students to explore a range of musical experiences, developing their musical skills and understanding creative and expressive potential. The units studied in year 11 are "Elements" (Unit 1) and "Narratives" (Unit 2).

The written component of the course consists of Music Literacy, Music Analysis and Composition. There is also a practical component where each student will perform on an instrument of their choice. The Music course provides opportunities for creative expression, the development of aesthetic appreciation, understanding and respect for music and music practices across different times, places, cultures, and contexts.

Students listen, compose, perform, and analyse music developing skills to confidently engage with a diverse array of musical experiences. Studying music may also provide a pathway for further training and employment in a range of professions within the music industry.

All students will also be given a 30-minute theory Lesson per week outside of normal class time.

## Assessment profile

The assessment for this subject is made up of 50% written work (Music Literacy, Music Analysis and Composition) and 50% Performance. Performance can be one of the following three options:

1. Full Performance on an instrument of the student's own choice (10 - 15 minutes)
2. Composition portfolio (10 - 15 minutes)
3. Combination Performance (6 - 8 minutes) and Composition Portfolio (6 - 8 minutes)

## Desirable skills

It is recommended that students wishing to take units 1 and 2. Have attained the equivalent of Grade 3 AMEB theory and grade 4 in Instrumental Performance. Strong organizational abilities are also a very desirable trait.

## Prerequisites

Students must be receiving formal instruction on their instrument (or composition) to undertake this course. Please contact the School of Music for advice on whether this subject would be suitable for you to study.

## Contact

**Mr Kieran Hurley**

Director of Music

[Kieran.Hurley@ggs.wa.edu.au](mailto:Kieran.Hurley@ggs.wa.edu.au)



# Philosophy and Ethics ATAR

## Course outline

Philosophical thought shapes what people think, what they value, what they consider to be true and how they engage with others and the world around them. It is one of the foundations of all academic disciplines. It seeks to shed light on questions such as: *What is real? What and how do we understand? How should we live? What is it to be human? Who am I?* It deals with issues and problems that cannot be addressed adequately by appealing to experience and experiment alone. The Philosophy & Ethics ATAR course aims to empower students to make independent judgements in the basis of reason.

In philosophy and ethics, disagreement is common. Methods of inquiry and the skills of critical reasoning help us deal more effectively with disagreement. This course places considerable emphasis on students contributing constructively to a philosophical Community of Inquiry. A philosophical Community of Inquiry at its simplest is a collaborative and cooperative process through which students learn with others and from others, how to engage in philosophical disclosure. A philosophical Community of Inquiry uses the skills of critical reasoning to help students deal more effectively and tolerantly with disagreement. Doing philosophy is a practical activity. We do philosophy, for example, when we seek to define something, when we challenge assumptions, when we construct an argument and when we think about what we are doing, how we are doing it and to what ends. The study of philosophy gives us a set of skills that better enables us to understand, evaluate and engage with our world.

## Career prospects

This ATAR course develops thinking skills and moral discernment that students apply to a range of practical situations in their personal, social and working lives. The course is relevant to students focusing on the study of philosophy at university. It is of equal value to those following career

paths that require the evaluation of arguments, such as law, or those needing to make complex judgements, such as in medical, pastoral or other human service occupations. It is also relevant to those entering careers involving aesthetics, such as advertising and design.

## Syllabus

The Year 11 syllabus is divided into two units:

- **Unit 1 – Reason and Persons**
- **Unit 2 – Reason and Culture**

In Unit 1, students examine reasoning, inference, doubt and proof: the construction of world views; ideas of mind, body and personhood; ideas of action, intention, motives, free-will and determinism; and the elements of a personal ethic. In Unit 2, students examine ideas of beauty and aesthetics: the interpretation of art and literature; the idea of culture; intuition and emotion and personal relationships and friendship.

## Assessment profile

Assessments involve critical reasoning, philosophical analysis and evaluation and construction of argument.

## Prerequisites

Students will need to be able to think critically and to express themselves well by oral, written and multimedia means. An upper level C grade, or preferably a B grade, in Year 10 English or Religion, Philosophy & Ethics is the preferred minimum academic requirement.

## Contact

**Miss Sarah Langley**

Head of Religion Philosophy & Ethics

[Sarah.Langley@ggs.wa.edu.au](mailto:Sarah.Langley@ggs.wa.edu.au)



# Physical Education Studies ATAR

## Course outline

Study of the Physical Education Studies ATAR course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course.

The Physical Education Studies ATAR course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies ATAR 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.

## Structure of the syllabus

- **Unit 1:** The focus of this unit is to explore anatomical and biomechanical concepts, the body's responses to physical activity and stress management processes to improve the performance of themselves and others in physical activity.
- **Unit 2:** The focus of this unit is to identify the relationship between skill, strategy and the body in order to improve the effectiveness and efficiency of performance.

Each unit includes:

- a unit description – a short description of the focus of the unit
- unit content – the content to be taught and learned.

## Organisation of content

The course content is divided into six interrelated content areas:

- Developing physical skills and tactics
- Motor learning and coaching
- Functional anatomy
- Biomechanics
- Exercise physiology
- Sport psychology.

## Contact

**Mr Len Fernandes**

Head of Health & Physical Education

[Len.Fernandes@ggs.wa.edu.au](mailto:Len.Fernandes@ggs.wa.edu.au)

# Physics ATAR

## Course outline

Physics is a fundamental science that endeavours to explain all the natural phenomena that occur in the universe. Its power lies in the use of a comparatively small number of assumptions, models, laws and theories to explain a wide range of phenomena, from the incredibly small to the incredibly large. Physics has helped to unlock the mysteries of the universe and provides the foundation of understanding upon which modern technologies and all other sciences are based.

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

- **Unit 1 – Thermal, nuclear and electrical physics:** Students investigate heating processes, apply the nuclear model of the atom to investigate radioactivity, and learn how nuclear reactions convert mass into energy. They examine the movement of electrical charge in circuits and use this to analyse, explain and predict electrical phenomena. Contexts investigated in this unit include technologies related to nuclear, thermal and geothermal energy, the greenhouse effect, electrical energy production, large-scale power system, radiopharmaceuticals and electricity in the home; and related areas of science, such as nuclear fusion in stars and the Big Bang theory.

- **Unit 2 – Linear motions and waves:** Students describe linear motion in terms of position and time data, and examine the relationships between force, momentum and energy for interactions in one dimension. Students investigate common wave phenomena, including waves on springs, water, sound and earthquake waves.

Contexts investigated in this unit include technologies such as accelerometers, motion detectors, GPS, energy conversion buoys, music, hearing aids, echo locators and related areas such as sports science, car and road safety, acoustic design, noise pollution, seismology, bridge and building design.

## Assessment profile

Assessments include science inquiry (experiments, investigations, evaluation and analysis) (30%), tests (30%) and examinations (40%).

## Desirable skills

- Good linguistic and comprehension skills;
- Able to apply and evaluate scientific knowledge;
- Able to interpret and analyse data;
- Good mathematical skills;
- Self-disciplined, motivated and well-organised.

## Prerequisites

- A grade in Year 10 Science and studying Mathematics Applications or higher in Year 11.
- A grade in Year 10 Physical Science.

## Contact

**Mrs Alisha Roberts**

Head of Science

[Alisha.Roberts@ggs.wa.edu.au](mailto:Alisha.Roberts@ggs.wa.edu.au)

# Politics and Law ATAR

## Course outline

Politics and Law involves a critical study of the processes of decision making concerning society's collective future. The study of politics examines the structures and processes through which individuals and groups with different interests, beliefs and goals, deliberate and negotiate in order to make choices, respond to changing circumstances and enact laws. The study of law examines the system of laws governing the conduct of the people of a community, society or nation, in response to the need for justice based upon collective human experience.

A close relationship exists between politics and law. They relate through the judicial, executive and legislative arms of government; together they constitute how societies are governed. Laws generally embody social and political values that usually have a philosophical foundation.

The Politics and Law ATAR course aims to develop knowledge and understanding of the principles, structures, institutions, processes, and practices of political and legal systems, primarily in Australia and where appropriate, other systems and/or countries. The course challenges students to critically examine the effectiveness of political and legal systems using criteria, such as openness, responsiveness and accountability of those systems. The course provides for both a chronological and contemporary understanding of society's political and legal issues.

The skills and values developed in the Politics and Law ATAR course aim to allow students to become informed, active and effective participants in the political and legal decisions that affect their lives within society. The study of the Politics and Law ATAR course contributes to students' intellectual, social and ethical development. The course aims to support all students in developing a sense of identity, and a sense of political, legal, cultural and social awareness.

The study of the Politics and Law ATAR course can be a valuable background to careers in law, political advocacy, public administration, international relations, foreign affairs, community development, teaching, journalism, human resource management, government and commerce.

- **Unit 1 – Democracy and the Rule of Law:** This unit examines the principles of a liberal democracy; the legislative, executive and judicial structures and processes of Australia's political and legal system; the functioning of a non-democratic system and the processes of a non-common law system.
- **Unit 2 – Representation and Justice:** This unit examines the principles of fair elections; the electoral and voting systems in Australia since Federation, making reference to a recent (the last ten years) election in Australia; the electoral system of another country; an analysis of the civil and criminal law processes in Western Australia and an analysis of a non-common law system.

## Assessment profile

The course is assessed through a variety of tasks that include Investigation, Source Analysis, Essay, Short Answer and Examination.

## Prerequisites

- Students require at least a C grade in Year 10 Humanities and Social Sciences.

## Contact

### Mrs Leah Truscott

Head of Humanities &  
Social Sciences

[Leah.Truscott@ggs.wa.edu.au](mailto:Leah.Truscott@ggs.wa.edu.au)

# Psychology ATAR

## Course outline

Psychology is the scientific study of how people think, feel and behave. It aims to answer important questions such as what factors influence human behaviour. Psychological knowledge helps us understand factors relating to individuals such as the way we think. Psychological knowledge also helps us understand the way that individual's function within groups. On a larger scale, psychological knowledge can help us to understand how individuals' function within different contexts and how this is influenced by culture, shaping people's attitudes. Through this course, students gain valuable insights and understandings of both themselves and their world.

- **Unit 1:** This unit introduces psychology as an inquiry-based discipline. Students are introduced to concepts associated with psychological theories, studies and models, which develop over time to explain human emotion, cognition and behaviour. Students learn the basic structure of the central nervous system and how this impacts how people think, feel and behave. They learn about developmental stages across the lifespan with a focus on adolescent development, where students have the opportunity to understand the impact of developmental changes on human thoughts, feelings and behaviours. They examine the role of attachment and review case studies relating to the impact of enriched and deprived environments on development.
- **Unit 2:** This unit focuses on the influence of others on human behaviour, cognition and emotion. Students explore the functions and effect of attitudes and apply the Tripartite model of attitude structure to develop a more

complex understanding of attitude formation. They are introduced to theories of cognitive dissonance, social identity and attribution with reference to relevant psychological studies and apply these theories to real-life experiences. Students learn about social influence, the role of stereotypes and the relationship between attitudes, prejudice and discrimination in a range of areas. The relationship between social influence and the development of prosocial and antisocial behaviours is also examined.

## Assessment profile

Assessments include science inquiry (practicals and research) (30%), responses (40%) and examinations (30%).

## Desirable skills

- Inquiring mind;
- Well organised, self-disciplined and motivated;
- High level of literacy skills;
- Developing analytic skills;
- Able to evaluate scientific knowledge.

## Prerequisites

- B grade in Year 10 Science and English

Students with a lower grade may enter this course after a discussion with the Head of Faculty of Science or Deputy Principal – Learning Leadership and Transformation.

## Contact

**Mrs Alisha Roberts**

Head of Science

[Alisha.Roberts@ggs.wa.edu.au](mailto:Alisha.Roberts@ggs.wa.edu.au)

# Visual Arts ATAR

## Course outline

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

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

- **Unit 1 – Differences**
- **Unit 2 – Identities**

In the unit Differences, students consider differences arising from cultural diversity, place, gender, class and historical period. Differences relating to art forms, media and conventions may also provide a stimulus for exploration and expression. In the unit Identities, students explore concepts or issues related to personal, social, cultural or gender identity. They become aware that self expression distinguishes individuals as well as cultures. Students use a variety of stimulus materials and use a range of investigative approaches as starting points to create artwork.

## Assessment profile

The Visual Art course in Year 11 is assessed in the four areas of Production, Analysis, Investigation and Examination. The Production

area requires students to construct a body of work that contains analytical and spontaneous drawings, personal reflections, art appreciation references, development of ideas and a variety of approaches to different media. It also involves the construction of a finished studio work. The Analysis section requires students to respond to analysis and evaluation of artwork sourced from a variety of forms, periods, times and/or cultures. The Investigation component requires students to investigate case studies involving research and visual analysis focused on Australian and/or international visual arts practice. Visual arts practice should be examined with consideration of context, such as historical, social and cultural factors which influence production and interpretation. The Examination component is typically conducted at the end of each semester and/or unit.

## Desirable skills

A Year 11 Art student should be able to think creatively, have a sound understanding of the elements and principles of art and design, be competent at drawing and willing to experiment with ideas and concepts from both traditional and contemporary aesthetics. Good practical skills, past experiences coupled with the desire to work hard in a disciplined, creative and vibrant environment are desirable. An ability to write critically and with a sound understanding of the structures involved with essay writing would be advantageous for the Art History component.

## Prerequisites

- It is desirable that students have studied Art in the junior secondary years.

## Contact

**Ms Grace McKell**

Visual Arts Teacher

[Grace.McKell@ggs.wa.edu.au](mailto:Grace.McKell@ggs.wa.edu.au)

# Notes

# General, Foundation and VET courses





# Dance General

## Course outline

This is the pathway for year 11 students who are interested in continuing Dance education in senior years at Guildford Grammar School. This course will count towards secondary graduation however will not count towards an ATAR score. It is primarily a practical based course.

The Dance General course acknowledges the interrelationship between practical and theoretical aspects of dance; the making and performing of movement and the appreciation of its meaning. Through decision-making in individual and group work, students use a wide range of creative processes, such as improvisation and the use of choreographic elements and devices to create dance works. They also learn how dance styles and forms are historically derived and culturally valued. Through dance, students experience an intrinsic sense of enjoyment and have an opportunity to achieve a high level of movement skills

- **Unit 1 – Exploring the components of dance:**  
Within the broad focus of exploring the components of dance, the elements of dance and processes of choreography are explored and students solve structured choreographic tasks to produce dance works for performance. They have first-hand experience of dance-making which actively engages them in exploration, improvisation, research, reflection and response. Technologies and design concepts are introduced to the planning stage of dance creation.

- **Unit 2 – Dance as entertainment:**  
Within the broad focus of dance as entertainment, students explore the entertainment potential of dance and choreography. In practical lessons, they improve safe dance practices and their physical competencies while acquiring genre-specific technique. They explore and experiment with the elements of dance and processes of choreography to solve choreographic tasks for performance.

## Assessment profile

Evidence of levels of achievement of the course outcomes are derived from school based assessments. Students will be provided with a percentage marking grade which will be weighted with performance slash production (70%) response (30%)

## Desirable skills

Enthusiasm and energy are highly desirable as is an ability to work collaboratively. Experience in dance would also be advantageous, but not mandatory as this is an introduction course.

## Prerequisites

- Minimum C grade in either Dance or English

## Contact

**Miss Phoebe Gatsos**

Dance Teacher

[Phoebe.Gatsos@ggs.wa.edu.au](mailto:Phoebe.Gatsos@ggs.wa.edu.au)

# Drama General

## Course outline

This is the pathway for Year 11 students who are interested in drama, but are not suited for a more academic ATAR course. This course will count towards secondary graduation, however, it will not count towards an ATAR score. While some students intend to make a career in drama and related fields, they also participate in drama for enjoyment and satisfaction.

The Drama General course focuses on aesthetic understanding and drama in practice as students integrate their knowledge and skills. They use the elements and conventions of drama to develop and present ideas and explore personal and cultural issues. They engage in drama processes, such as improvisation, play building, text interpretation, playwriting and dramaturgy which allow them to create original drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects involving sets, costumes, makeup, props, promotional materials, stage management, front- of-house activities and sound and lighting. Increasingly, students use technologies, such as digital sound and multimedia. They present drama to a range of audiences and work in different performance settings. Through the Drama General course, they can understand the experience of other times, places and cultures in an accessible, meaningful and enjoyable way. Students are required to engage with the role of actor and designer – costume, lighting, sound and scenographer.

## Oral and Written Communication

Students will develop skills and abilities in multiple drama-based forms of communication. Students are to address appropriate aspects of written and oral communication through drama in performance and associated learning activities. This includes short and extended answer forms, graphic organisers, diagrams and illustrations with appropriate use of annotations and use of

colour, interviews and other oral presentations, structuring of ideas and responses.

- **Unit 1 – Dramatic Story Telling**
- **Unit 2 – Drama Performance Events**

In Unit 1 – Dramatic Story Telling, students engage with the skills, techniques, processes and conventions of dramatic storytelling. Students view, read and explore relevant drama works and texts using scripts and/or script excerpts from Australian and/or world sources. In Unit 2 – Drama Performance Events, the focus is on performance events for an audience other than their class members. In participating in a drama performance event, students work independently and in teams to apply the creative process of devising and of interpreting Australian and/or world sources to produce drama that is collaborative and makes meaning.

## Assessment profile

Evidence of achievement of the course outcomes is derived from school based assessments. Students will be provided with a percentage mark and grade which will be weighted with Production (70%) and Response (30%)

## Desirable skills

Interpersonal skills and the ability to participate effectively in collaborative learning as a team member while respecting individual differences. Experience in drama and performance would be advantageous.

## Prerequisites

- Students who have previous Drama experience and have achieved a minimum C grade in either Drama or English.

## Contact

**Mrs Lucy Felstead**  
Drama Teacher  
[Lucy.Felstead@ggs.wa.edu.au](mailto:Lucy.Felstead@ggs.wa.edu.au)

# English General

## Course outline

This course is designed to meet the needs of students who wish to enter the workforce or study at TAFE. Students will work in improving their functional and critical literacy in a number of ways as they encounter a range of visual and print texts.

The English General course involves a focus on comprehension strategies as well as language and textual analysis. Students need to use information to create texts and practise communicating and interacting with others. There is less focus on producing and responding to texts under timed in class pressure and students will have more opportunity to draft, edit and reflect on their work than those students completing ATAR courses.

## Assessment profile

Students will not be required to sit examinations in English General. However, they will be required to complete an EST (Externally Set Task) as determined by SCSA. This written task will be worth 15% of a student's final mark. Other assessments consist of comprehending and responding to texts as well as composing original persuasive, interpretative or imaginative texts.

## Desirable skills

The ability to self-organise and work steadily to focus on the improvement of reading, writing, viewing, speaking and listening skills is highly desirable.

## Prerequisites

- A level 3 in the OLNA test or successful completion of the Literacy Requirement in the Year 9 NAPLAN test is suggested.
- Being able to analyse written texts is needed.

## Contact

**Mr Ben Nilsson**

Head of English

[Ben.Nilsson@ggs.wa.edu.au](mailto:Ben.Nilsson@ggs.wa.edu.au)

# Integrated Science General

## Course outline

This is a new, exciting General Science course in which students will study two units of applied science concepts and develop an understanding of broad scientific principles.

A variety of interesting contexts will be used for investigations and to teach and learn key scientific concepts. These may include:

- Aerodynamics, Rockets and Space Travel
- Horticulture and its applications
- Adaptations and survival
- Marine and terrestrial ecosystems
- Environmental conservation and management

Practical experiences and investigation will form an important part of this course of study. They will capture the imagination and provide motivation and valuable opportunities for students to learn science and to have fun investigating and working together to collect and interpret first-hand data in the field or the laboratory. In order to understand the interconnectedness of organisms to their physical environment, and the impact of human activity, students will analyse and interpret data collected through investigations in the context studied. They will also use sources relating to other Australian, regional and global environments.

## Assessment profile

Approximately 80% of assessments are research investigations, formal or practical investigations. The remaining marks will come from tests. There is no examination component for this course.

## Desirable skills

- General interest in applied science across the fields of biology, chemistry and physics;
- Enjoy engagement in scientific investigations;
- Able to evaluate scientific knowledge.

## Prerequisites

None.

## Contact

**Mrs Alisha Roberts**

Head of Science

[Alisha.Roberts@ggs.wa.edu.au](mailto:Alisha.Roberts@ggs.wa.edu.au)

# Materials Design and Technology (Metals) General

## Course outline

This course is a practical course. Students work with metal and with the design and manufacture of products as the major focus. They have the opportunity to develop and practise skills that contribute to creating a physical product, while acquiring an appreciation of the application of a design process, and an understanding of the need for materials sustainability. They will learn and practise manufacturing processes and technologies, including principles of design, planning and management. Students will also learn how to communicate their ideas effectively using hand sketching techniques, Solidworks CAD program and CNC prototyping.

In Semester 1 students interact with a variety of items that have been specifically designed to meet certain needs. They are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they design. Throughout the process, students learn about the origins, classifications, properties and suitability for purpose of the materials they are using, and are introduced to a range of production equipment and techniques. They develop materials manipulation skills and production management strategies, and are given the opportunity to realise their design ideas through the production of their design project.

In Semester 2 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. Throughout

the process, students learn about the origins, classifications, properties and suitability for end use of materials they are working with. Students are introduced to a range of technology skills and are encouraged to generate ideas and realise them through the production of their design projects. They work within a defined environment and learn to use a variety of relevant technologies safely and effectively. Students, in consultation with teachers, select projects of interest and then design and make products suitable for a specific market.

## Assessment profile

There are a number of assessment tasks and an examination that are used to produce a course mark and a grade for each unit. The different types of assessment will include Design (research), Production (project) and Response (tests and examination).

## Desirable skills

A genuine interest required in designing and making metal objects. Students also require the ability to work neatly and accept the importance of exceptional presentation of their work. They must possess good time management skills and the ability work to strict deadlines. Students should possess good hand skills and general knowledge of materials, tools and processes. In addition, students must be prepared to spend a significant amount of time working on design exercises.

## Contact

**Mr Adam Preston**

Head of Design & Technology

[Adam.Preston@ggs.wa.edu.au](mailto:Adam.Preston@ggs.wa.edu.au)

# Materials Design and Technology (Wood) General

## Course outline

This course is a practical course. Students work with wood and with the design and manufacture of products as the major focus. They have the opportunity to develop and practise skills that contribute to creating a physical product, while acquiring an appreciation of the application of a design process; and an understanding of the need for materials sustainability. They will learn and practise manufacturing processes and technologies, including principles of design, planning and management. Students will also learn how to communicate their ideas effectively using hand sketching techniques, Solidworks CAD program and CNC prototyping.

In Semester 1 students interact with a variety of items that have been specifically designed to meet certain needs. They are introduced to the fundamentals of design. They learn to communicate various aspects of the technology process by constructing what they design. Throughout the process, students learn about the origins, classifications, properties and suitability for purpose of the materials they are using, and are introduced to a range of production equipment and techniques. They develop materials manipulation skills and production management strategies, and are given the opportunity to realise their design ideas through the production of their design project.

In Semester 2 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. Throughout the process, students learn about the origins,

classifications, properties and suitability for end use of materials they are working with. Students are introduced to a range of technology skills and are encouraged to generate ideas and realise them through the production of their design projects. They work within a defined environment and learn to use a variety of relevant technologies safely and effectively. Students, in consultation with teachers, select projects of interest and then design and make products suitable for a specific market.

## Assessment profile

There are a number of assessment tasks and an examination that are used to produce a course mark and a grade for each unit. The different types of assessment will include Design (research 25%), Production (project 60%) and Response (tests and examination 15%).

## Desirable skills

A genuine interest is required in designing and making wooden products. Students also require the ability to work neatly and accept the importance of exceptional presentation of their work. They must possess good time management skills and the ability to work to strict deadlines. Students should possess good hand skills and general knowledge of materials, tools and processes. In addition, students must be prepared to spend a significant amount of time working on design exercises.

## Contact

**Mr Adam Preston**

Head of Design & Technology

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# Mathematics Essential General

## Course outline

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

- **Unit 1** contains the following four topics: following four topics: basic calculations, percentages and rates; using formulas for practical purposes; measurement; and, graphs
- **Unit 2:** contains the following four topics: representing and comparing data; percentages; rates and ratios; and time and motion

## Prerequisites

- Students must have demonstrated the Western Australian Certificate of Education (WACE) standard of numeracy.

## Contact

**Mrs Sherie Hope**

Head of Mathematics

[Sherie.Hope@ggs.wa.edu.au](mailto:Sherie.Hope@ggs.wa.edu.au)



# Media Production and Analysis General

## Course outline

This is the pathway for Year 11 students who are interested in the Media, but are not suited for an academic ATAR course. This course will count towards secondary graduation, however, it will not count towards an ATAR score. It is primarily a production based course.

The Media Production and Analysis General course aims to prepare all students for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret others' stories. Students learn the languages of media communication and how a story is constructed using representations. Students are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life while understanding that this is done under social, cultural and institutional constraints. Students as users and creators of media products, consider the important role of audiences and their context.

- **Unit 1 – Mass Media:** The focus for this unit is the Mass Media. Within this broad focus, students reflect on their own use of the media, common representations, including the examination of characters, stars and stereotypes and the way media is constructed and produced.
- **Unit 2 – Point of View:** The focus for this unit is Point of View, a concept that underpins the construction of all media work. In this unit, students will be introduced to the concept and learn how a point of view can be constructed. They will analyse media work and construct a point of view in their own productions.

## Assessment profile

Evidence of achievement of the course outcomes is derived from school based assessments. Students will be provided with a percentage mark and grade which will be weighted with Production (70%) and Response (30%).

## Desirable skills

Organisation and time management skills are highly desirable, as is an ability to work independently and in small groups. Experience in media textual analysis would also be advantageous, but not mandatory as this is an introduction course.

## Prerequisites

- A minimum C grade in either Media or English.

## Contact

**Mr Brad Minchin**

Head of Arts

[Brad.Minchin@ggs.wa.edu.au](mailto:Brad.Minchin@ggs.wa.edu.au)

# Outdoor Education General

## Course outline

The Outdoor Education General course is based on the experiential learning cycle. This cycle is made up of three stages: plan, do and review. Students plan for outdoor experiences, participate in these experiences and reflect on their involvement.

The course lends itself to an integrated approach between practical experiences, the environment and conceptual understandings. Students develop self-awareness by engaging in a range of challenging outdoor activities. They enhance personal and group skills and build confidence, empathy and self-understanding. Working with others enables students to better understand group dynamics, and enhance their leadership qualities and decision-making abilities, while showing respect for self, others and the environment.

Students plan and participate in a range of outdoor activities and develop knowledge and skills for participating safely in these activities. They learn to assess risk and identify and apply appropriate management strategies and emergency response procedures.

- **Unit 1 – Experiencing the Outdoors:** Students are encouraged to engage in outdoor adventure activities. An experiential approach is used to discover what being active in the environment is all about. Students are introduced to outdoor adventure activities where they can develop and improve technical skills and apply appropriate practices to ensure safe participation. They understand basic planning and organisational requirements necessary for them to participate in safe, short duration excursions/expeditions in selected outdoor activities. They begin developing skills in roping and navigation. Students are introduced to personal skills and

interpersonal skills, including self-awareness, communication and leadership. Features of natural environments and examples of local environmental management and 'Leave no Trace' principles are introduced.

- **Unit 2 – Facing Challenges in the Outdoors:** This unit offers the opportunity to engage in a range of outdoor activities that pose challenges and encourage students to step outside their comfort zone. Students consider planning and resource requirements related to extended excursions/short-duration expeditions. They are introduced to simple risk assessment models to assist decision-making and apply safe practices to cope with challenging situations and environments. They develop time management and goal-setting skills to work with others and explore strategies for building group relationships. They understand the main styles of leadership and how to use strategies to promote effective groups. Features of natural environments and components of the weather are introduced. Conservation, biodiversity and environmental management plans are also introduced.

## Organisation of content

The course content is divided into three areas:

- Outdoor experiences
- Self and others
- Environmental awareness.

## Contact

### Mr Martin Dell

Outdoor Education Teacher

[Martin.Dell@ggs.wa.edu.au](mailto:Martin.Dell@ggs.wa.edu.au)

### Mr Len Fernandes

Head of Health & Physical Education

[Len.Fernandes@ggs.wa.edu.au](mailto:Len.Fernandes@ggs.wa.edu.au)

# Physical Education Studies General

## Course outline

The Physical Education Studies General course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course.

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

The course appeals to students, with varying backgrounds, physical activity knowledge and dispositions. Students analyse the performance of themselves and others, apply theoretical principles and plan programs to enhance 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.

The course prepares students for a variety of post-school pathways, including immediate employment or tertiary studies. It provides students with an increasingly diverse range

of employment opportunities in the sport, leisure and recreation industries, education, sport development, youth work and health and medical fields linked to physical activity and sport. The course also equips students to take in volunteer and leadership roles in community activities.

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

- **Unit 1:** The focus of this unit is the development of students' knowledge, understanding and application of anatomical, physiological and practical factors associated with performing in physical activities.
- **Unit 2:** The focus of this unit is the impact of physical activity on the body's anatomical and physiological systems. Students are introduced to these concepts which support them to improve their performance as team members and/or individuals.

The course content is divided into six interrelated content areas:

- Developing physical skills and tactics
- Motor learning and coaching
- Functional anatomy
- Biomechanics
- Exercise physiology
- Sport psychology.

## Contact

**Mr Len Fernandes**

Head of Health & Physical Education

[Len.Fernandes@ggs.wa.edu.au](mailto:Len.Fernandes@ggs.wa.edu.au)

# Visual Arts General

## Course outline

This is the pathway for Year 11 students who are interested in Visual Arts, but are not suited for more academic ATAR course. This course will count towards secondary graduation, however it will not count towards an ATAR score. It is primarily a production based course.

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

- **Unit 1 – Experiences:** The focus for this unit is Experiences. Students develop artworks based on their lives and personal experiences, observations of the immediate environment, events and/or special occasions. They participate in selected art experiences aimed at developing a sense of observation.
- **Unit 2 – Explorations:** The focus for this unit is Explorations. Students explore ways to generate and develop ideas using a variety of stimulus materials and explorations from their local environment. They use a variety of inquiry approaches, techniques and processes when creating original artworks.

## Assessment profile

Evidence of levels of achievement of the course outcomes are derived from school based assessments. Students will be provided with a percentage mark and grade which will be weighted with Production (70%), Analysis (15%) and Investigation (15%).

## Desirable skills

Organisation and time management skills are highly desirable, as is an ability to work independently. Experience in Visual Arts would also be advantageous, but not mandatory as this is an introduction course.

## Prerequisites

- A minimum C grade in either Visual Arts or English.

## Contact

**Ms Grace McKell**

Visual Arts Teacher

[Grace.McKell@ggs.wa.edu.au](mailto:Grace.McKell@ggs.wa.edu.au)

# English Foundation

## Course outline

Foundation courses are typically for students who need intensive development of English literacy skills. Only students who have received a Level 1 or 2 in the OLN tests may enrol in English Foundation. Students who have achieved the literacy standard for secondary graduation are not eligible to enrol in this course.

Please note the requirements of when students must leave the Foundation course for General English as per SCSA regulations:

Students who meet the minimum standards of literacy and/or numeracy in Semester 1 of Year 11 can choose to continue in the Foundation course in Semester 2 of that year. However, they need to change to the General English course for Year 12. Students may also change to the General course part way through.

Students who meet the minimum standard of literacy in Semester 2 of Year 11 or during Year 12 will be permitted to continue in Foundation English in Year 12.

English Foundation focuses on improving standards of literacy through reading, writing, viewing, speaking and listening with students covering the contexts of literacy for work, literacy for community participation, literacy for everyday personal contexts and literacy for learning.

## Assessment profile

Students will not be required to sit examinations in English Foundation. Other assessments consist of comprehending and responding to texts as well as composing original persuasive, interpretative or imaginative texts. The focus of class work and assessments is to build the requisite literacy skills as well as achieving a satisfactory result in the OLN test. However, Year 12 students will need to sit an EST (Externally Set Task) as determined by SCSA. This will be worth 15% of a student's final mark.

## Desirable skills

- The ability to self-organise and work steadily to the improvement of reading and writing skills is highly desirable.

## Prerequisites

- Students may only be invited to choose this course if they have not achieved a Level 3 in their OLN reading or writing component.

## Contact

**Mr Ben Nilsson**

Head of English

[Ben.Nilsson@ggs.wa.edu.au](mailto:Ben.Nilsson@ggs.wa.edu.au)

# Mathematics Foundation

## Course outline

Mathematics Foundation is a course which focuses on building the capacity, confidence and disposition to use mathematics to meet the numeracy standard for the WACE. It provides students with the knowledge, skills and understanding to solve problems across a range of contexts, including personal, community and workplace/employment. This course provides the opportunity for students to prepare for post-school options of employment and further training.

## Desirable skills

- The ability to self-organise and work steadily to the improvement of numeracy skills is highly desirable.

## Prerequisites

- Students may only be invited to choose this course if they have not achieved a Level 3 in their OLNA numeracy component.

## Contact

**Mrs Sherie Hope**

Head of Mathematics

[Sherie.Hope@ggs.wa.edu.au](mailto:Sherie.Hope@ggs.wa.edu.au)

# Certificate IV in Business

**(VET Course Code: BSB40120)**

## Course outline

When students complete the Certificate IV in Business they will have a practical foundation to take them into a number of business and corporate careers: office management, start-up business planning and marketing, and management roles in customer service among others.

Students will gain the skills and knowledge to manage customer needs and feedback, develop and promote products and services, and play a supporting role in the recruitment of staff. They will acquire a range of valuable skills and experience such as making presentations to groups, working in effective teams, creating complex text documents and gaining a solid understanding of the policies and importance of workplace health and safety.

## Program overview

The academic nature and volume of work required to achieve this robust qualification necessitates it being delivered over two years. Entry to the second year of the course will be dependent on high level performance and success in Year 11, the first year of the Certificate. During this time, students will be working through twelve Units of Competency:

UOC Code	UOC Title
BSBWHS411	Implement and monitor WHS policies, procedures and programs
BSBCRT411	Apply critical thinking to work practices
BSBTEC404	Use digital technologies to collaborate in a work environment
BSBTWK401	Build and maintain business relationships
BSBWRT411	Write complex documents
BSBXCM401	Apply communications strategies in the workplace
BSBPFE401	Manage personal health and wellbeing
BSBPFE402	Develop personal work priorities
BSBCMM411	Make presentations
BSBPMG430	Undertake project work
BSBINS401	Analyse and present research information
BSBMKG433	Undertake Marketing Activities



To ensure that students are provided with a rich learning experience in this qualification, akin to that of a real business environment, they will learn the content of their UoCs through the development of innovative projects which will see them delivering 'real projects, for real people in real time.' To date, students in this qualification have developed a range of initiatives which have collectively enhanced the learning experience for many senior students at Guildford Grammar School. Through such authentic activities students learn many transferable skills that ultimately help them to prepare for a successful life post-secondary.



This qualification is delivered in partnership with Skills Strategy International Pty Ltd (Provider Code 2401).

### Entry requirements

Successful students in this qualification tend to have a strong aptitude in English as well as the resilience and capacity to manage a demanding work-load commensurate to that of an ATAR Course. Entry to the second year of the Certificate in Year 12 will be dependent on performance in Year 11.

VET certifications are nationally recognised qualifications and can be used for entry into higher education pathways. For further information on opportunities for Australian university admission with a successful completion of Certificate IV, please see our Futures Coordinator, Ms Celine Noort – Celine.Noort@ggs.wa.edu.au.

### Contact

**Mrs Leah Truscott**

VET Coordinator

[Leah.Truscott@ggs.wa.edu.au](mailto:Leah.Truscott@ggs.wa.edu.au)

# Certificate II in Music Industry

(VET Course Code: CUA20615)

## Course outline

This course will allow students to gain skills and knowledge in a range of areas pertinent to contemporary music industry practices. Students will be exposed to musical and sound concepts that allow them to learn skills for playing and singing music, using technical equipment and computers, recording and editing sound and preparing themselves for performances of various types, genres and sizes.

The course delivered in 2024 will consist of the following Units of Competency (UoC's):

UOC Code	UOC Title
BSBWHS201 (Core Unit)	Contribute to health and safety of self and others
BSBWOR203 (Core Unit)	Work effectively with others
CUAIND201 (Core Unit)	Develop and apply creative arts industry knowledge
CUAMLT201 (Elective)	Develop and apply musical ideas and listening skills
CUAMPF204 (Elective)	Play or sing music from simple written notation
CUAMCP301 (Elective)	Compose simple songs or musical pieces
CUAMPF203 (Elective)	Develop ensemble skills to perform simple musical parts
CUAMLT202 (Elective)*	Apply knowledge of music culture to music making
CUAMCP201 (Elective)*	Incorporate technology into music making

\* One of elective units CUALT202 or CUAMCP201 will be offered/delivered depending on available technology and resources.

## Assessment profile

Students will be assessed as either 'competent' or 'not-competent' in regards to the above mentioned UoC's. ALL Units of Competency must be successfully completed before the Certificate II in Music Industry can be awarded.

## Desirable skills

Having some level of proficiency on an instrument (any) or being able sing is a pre-requisite to entry for this course.

Certificate II in Music Industry is a preparatory qualification that can be used as a pathway into specialist Certificate III qualifications within the music industry.

## Prerequisites

No formal prerequisites exist for this course.

## Contact

### Mr Kieran Hurley

Director of Music

[Kieran.Hurley@ggs.wa.edu.au](mailto:Kieran.Hurley@ggs.wa.edu.au)

### Mr Quentin Edmonds

Music Teacher

[Quentin.Edmonds@ggs.wa.edu.au](mailto:Quentin.Edmonds@ggs.wa.edu.au)

### Mrs Leah Truscott

VET Coordinator

[Leah.Truscott@ggs.wa.edu.au](mailto:Leah.Truscott@ggs.wa.edu.au)

# Workplace Learning

## Course outline

Workplace Learning is an authority-developed endorsed program that is managed by Guildford Grammar School.

The program will be an integral part of the curriculum for students choosing one of the following pathways:

- **Forward to Work: WorkReady pathway**
- **Forward to TAFE: Industry pathway**
- **Forward to TAFE: Industry+ pathway**

To complete this endorsed program, students work in at least one real workplace/s to develop a set of transferable workplace skills. Students must record the number of hours completed and the tasks undertaken in the workplace in the authority's Workplace Learning Logbook provided by Guildford Grammar School.

They must also provide evidence of their knowledge and understanding of the workplace skills by completing the authority's Workplace Learning Skills Journal after each 55 hour set has been completed in the workplace.

The total number of hours completed in the workplace is reported on the Western Australian Statement of Student Achievement (WASSA).

## Units

One unit is the equivalent of 55 hours completed in the workplace, to a maximum of four units.

- Less than 55 hours = 0 unit equivalents
- 55–109 hours = 1 unit equivalent
- 110–164 hours = 2-unit equivalents
- 165–219 hours = 3-unit equivalents
- 220+ hours = 4-unit equivalents.

A maximum of two placements can be recorded in the same workplace when:

- The work placements will be completed during the two Year 11 examination breaks in Semester 1 and Semester 2, and
- during the first examination break of Year 12 in Semester 2.

Please note that work placement attendance is not limited to examination breaks and can be completed during any time that students can access their employer's workplace.

## Contact

**Ms Celine Noort**

Futures Coordinator

[Celine.Noort@ggs.wa.edu.au](mailto:Celine.Noort@ggs.wa.edu.au)

## Further information

If you would like assistance or further information about the subject selection process or any of the courses in this handbook, please get in touch.

Contact details are listed below.

Enquiries	Contact name	Email and office telephone
Subject selection process	<b>Mr Bruce Derby</b> Deputy Principal – Learning Leadership and Transformation	<a href="mailto:Bruce.Derby@ggs.wa.edu.au">Bruce.Derby@ggs.wa.edu.au</a> (08) 9377 8586
English	<b>Mr Ben Nilsson</b> Head of English	<a href="mailto:Ben.Nilsson@ggs.wa.edu.au">Ben.Nilsson@ggs.wa.edu.au</a> (08) 9377 9265
Languages	<b>Mrs Michele Monti</b> Learning Leader of Languages K-12	<a href="mailto:Michele.Monti@ggs.wa.edu.au">Michele.Monti@ggs.wa.edu.au</a> (08) 9377 8531
Mathematics	<b>Mrs Sherie Hope</b> Head of Mathematics	<a href="mailto:Sherie.Hope@ggs.wa.edu.au">Sherie.Hope@ggs.wa.edu.au</a> (08) 9377 9258
Health & Physical Education	<b>Mr Len Fernandes</b> Head of Health & Physical Education	<a href="mailto:Len.Fernandes@ggs.wa.edu.au">Len.Fernandes@ggs.wa.edu.au</a> (08) 9377 9267
Science	<b>Mrs Alisha Roberts</b> Head of Science	<a href="mailto:Alisha.Roberts@ggs.wa.edu.au">Alisha.Roberts@ggs.wa.edu.au</a> (08) 9377 9259
Humanities & Social Sciences	<b>Mrs Leah Truscott</b> Head of Humanities & Social Sciences	<a href="mailto:Leah.Truscott@ggs.wa.edu.au">Leah.Truscott@ggs.wa.edu.au</a> (08) 9377 8513
Design & Technology	<b>Mr Adam Preston</b> Head of Design & Technology	<a href="mailto:Adam.Preston@ggs.wa.edu.au">Adam.Preston@ggs.wa.edu.au</a> (08) 9377 9276
Arts	<b>Mr Brad Minchin</b> Head of The Arts	<a href="mailto:Brad.Minchin@ggs.wa.edu.au">Brad.Minchin@ggs.wa.edu.au</a> (08) 9377 9285
Religion, Philosophy & Ethics	<b>Miss Sarah Langley</b> Head of Religion, Philosophy & Ethics	<a href="mailto:Sarah.Langley@ggs.wa.edu.au">Sarah.Langley@ggs.wa.edu.au</a> (08) 9377 8570
Careers	<b>Ms Celine Noort</b> Futures Coordinator	<a href="mailto:Celine.Noort@ggs.wa.edu.au">Celine.Noort@ggs.wa.edu.au</a> (08) 9377 8562

# Notes





# Guildford Grammar School

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